

GOVERNMENT OF INDIA  
DEPARTMENT OF EDUCATION.

INDIAN EDUCATION

IN

1913-14.



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*Introduction.*

It has been felt that a brief annual narrative on educational progress in India will be a convenience to the growing number of those who are interested in the subject. This increase of interest and the more prominent place which education is rapidly assuming in the administrative problems of the country are sufficient excuse for the innovation. Hitherto it has been customary to place more important statistics and a short statement of noteworthy developments before the Imperial Legislative Council during the course of the debate on the budget. The time has now come for the publication of a narrative, which, while not pretending to be exhaustive, will serve to inform the reading public and to supplement the quinquennial reviews. The present report is based mainly upon the annual reports of the Directors of Public Instruction for 1913-14 and upon official correspondence.

Appended to the report are the general tables and some illustrations of new buildings completed during the year. These last are merely a selection from among many which have been erected, but will serve to give an idea of the activity which has prevailed.

# INDIAN EDUCATION

IN

## 1913-14.

### *I.—Main features of the year.*

1. The chief event in the history of Indian education during the past few *Imperial* years has been the allotment of large imperial grants. These may be recap- grants. itulated as follows :—

	Non-recurring.						Recurring.	
							R	R
1911	.	.	.	.	.	.	90,17,000	...
1912	.	.	.	.	.	.	65,00,000	60,00,000
1913	.	.	.	.	.	.	3,19,00,000	55,00,000
1914	.	.	.	.	.	.	..	9,00,000
							TOTAL	1,24,00,000
							£3,161,000	£426,000

The whole of the non-recurring grants was not made available during the year of allotment but was spread over periods of two or three years.

2. It is important to consider how far these grants have been expended. *Their* The table in the appendix shows, province by province, the amounts placed *expenditure*. at the disposal of the provincial Governments over and above the expenditure in 1910-11, and the amounts expended. Inclusive of the unspent balances carried forward from previous years, the expenditure in 1913-14 might have been 850½ lakhs. The actual expenditure was only 550 lakhs. This presentation of the case is, however, misleading. In the first place, the large non-recurring grants given for education were not made available in their entirety in any one year, but were spread over two or three years. Thus, the large non-recurring allotment of R3,19,00,000 given in 1913-14 was to be made available over a period of three years. Hence, even supposing that full expenditure was possible in all provinces, the sum spent could not have exceeded about 650 lakhs (*i.e.*, some 200 lakhs less than the figure 850 lakhs given in the appendix), because approximately one-third only of the allotment was placed at the disposal of Local Governments. Secondly, certain sums were given for specific schemes which have not yet matured. Such sums are necessarily carried forward year by year in the provincial balances.

Hence the total unspent balance at the close of 1913-14 was 300 lakhs, but that from budget allotments only 100 lakhs. The figures in the appendix

will correct themselves in the course of time as the full grants come to be included in the provincial budgets—though new distributions will be apt again to disturb the figures. The value of the appendix is that it permits of a ready comprehension of the general financial position with reference to both present and future additions to budgets arising from grants already made, and shows the balance for educational purposes which would ordinarily be available for any Local Government during the next few years. But it does not at present convey a correct idea of the position in any single year or of the balance available in the year immediately succeeding. This defect may be rectified (as has been roughly done above) by adding in annually, not the total amount allotted to education, but the amount of it annually made available for budgets. It was not possible to prepare the table in this way during the past year. Efforts to do so will be made in future.

Notwithstanding the circumstances just described, which make the unspent balance appear larger than it really is, the fact that the expenditure was something less than 100 lakhs below what it might have been is disappointing. The machinery in some provinces and administrations urgently needs strengthening. It is to be remembered that in 1910-11 the expenditure on education from public funds amounted only to  $370\frac{1}{2}$  lakhs. In 1913-14 the same source contributed over 550 lakhs towards the total disbursements on education. This increase in expenditure must have thrown a considerable strain upon the organisations directly concerned with the carrying through of schemes. In a complicated system of Government many wheels combine to the execution of any single project. The inability of one wheel impairs the action of all the rest.

That which it is necessary to guard against is the occurrence of any unnecessary delay in putting schemes into operation and the possible withdrawal to other objects of sums previously devoted to education. It is useless to replenish a granary if the lower sacks are pulled out while new ones are piled upon the top.

*Boards and education.* There are some adverse comments on the expenditure of local bodies. The Madras report says that nearly 15 lakhs was given by government to boards and municipalities for their schools, whereas these authorities spent on them altogether 23 lakhs—a sum which the Director thinks does not compare favourably with the large subsidy. The Punjab report is still more emphatic; and in the resolution the Lieutenant-Governor regrets that many municipalities show no sign of increasing interest and realisation of their responsibility in the matter of education, and especially of primary education. "There are still," proceeds the resolution, "several instances of municipal schools being run at a profit, and it appears that in many cases a grant from government is not followed by increased educational expenditure, but is simply utilized to set free for non-educational purposes the sums hitherto spent on education by the committee. So long as this apathetic attitude is maintained, as the Director points out, educational grants to municipalities cannot achieve their object, and where such cases are brought to his notice the Director should have no hesitation in recommending the withdrawal of all or part of the government grant." The Assam report brings to notice the action of a certain local board which closed some forty of its schools thus involving a reduction, at a time when the board's educa-

tional allotments from the government were being largely increased, of no fewer than 801 children in the higher classes of vernacular schools in the sub-division. "It is useless," writes the Director, "to comment on the local understanding, so disclosed, of the principles of self-government. To what exigency the board thought it proper to sacrifice the education of the ryot I do not know; but action has been taken to secure that it shall be prevented in future from any such flagrancy of re-action."

3. It will be convenient to add here that the total expenditure from *General* all sources on education has amounted to **R10,02,23,877 (£6,681,591-16-0)** *expenditure*, against **R7,85,92,605 (£5,239,507)** in 1911-12 and **R9,06,13,595 (£6,040,906-6-8)** in 1912-13.

4. We have next to consider the objects for which the imperial grants *General* were specially provided. In their resolution of the 21st February 1913, in *principles*, which were laid down the guiding principles for educational policy and for the spending of these grants, the Government of India first of all emphasised certain points in respect of which the system in India, often criticised as bookish and unpractical, is thought to have failed or to have been reared on too narrow a basis. Formation of character was to be the main objective. The question of religious instruction presents difficulties, but the tendency has been to develop the intellectual at the expense of the moral and religious faculties. Accommodation in properly supervised hostels, attention to hygiene, the introduction of modern sides and practical instruction, the avoidance of cram by more rational systems of examination—these were among the more important reforms inculcated. In the different departments into which education falls, attention was called to the following matters. The number of universities was to be enlarged, teaching and residential universities were to be established, research was to be stimulated, the pay of teachers in secondary and primary schools was to be improved, and training facilities were to be increased. Larger grants were recommended for secondary aided schools. There was to be expansion of primary schools, mainly under board management. Technical and industrial education was to be developed along the most natural and fruitful lines. Oriental studies were to be encouraged. A more suitable scheme of education was to be provided for girls and imparted more fully through female agency. Muhammadan education was specially treated in a subsequent circular. The superior inspecting staff was to be strengthened. The aim of these pages is mainly to show what progress has been made towards the attainment of these objects. Some points will be dealt with in the sections to which they belong. The more general may be disposed of at once.

5. As regards moral education, the Bombay Presidency has had the ad- *Moral and vantage of a visit from Mr. F. J. Gould, with whose recommendations the religious Government have generally concurred and have appointed a consultative instruction.* committee to foster the growth of the movement. The report, however, does not appear to take an optimistic view of the subject and quotes the remark of one of the deputy inspectors that "the ill discipline in the homes of children will counterbalance any amount of instruction, or personal good examples in morals, received at school." "Thus," says the Director, "one set of people tell us that moral training is entirely an affair of the home and that it is un-

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necessary for the school to meddle with it; while another set tell us that it is useless for the school to meddle with it, since any good done will be counteracted by the home." On the other hand, he emphasises the importance of boys' co-operative societies, of which a considerable number seem to exist, and other practical indirect methods of forming character. The teaching of morals has been continued in Burma. In government schools the instructor is a member of the staff; but a number of priests pay regular visits and deliver discourses—though in some cases their help is withheld because the customary offering is not forthcoming. Here again it is pointed out that home influence is the main factor and that "Burman parents do not realise their duties either towards the children or towards the school." The Punjab report strikes another note and emphasises the personal example of the teacher, which is often lacking because the narrowness of choice precludes selection. "A growing restlessness and disregard for authority, manifested by strikes and a tendency to change from school to school if promotion is refused or punishment inflicted," is attributed to the dearth of strong head-masters and weakness on the part of subordinates.

The committees which have met in the provinces for the discussion of moral and religious training differ in their opinions as to the efficacy and possibility of the latter. Some provinces have not yet reported. In other provinces there is the feeling that something must be done. Meantime the experiment continues in the United Provinces, where "religious education is imparted in all mission schools and in some government and aided schools" and where "opinions differ as to its results," and in Burma, where the school staff do what is possible with the aid of *póngyis*. A subsidiary product is the breaking down of the barrier that existed between the lay school and the priest. In some of the government high schools, however, religious instruction either has not been attempted or has been abandoned because of the apathy of parents.

It is clear that the home and the teacher are of vital importance in this question. As improvements are made in the staff, the forces of indirect moral training will be brought to bear, and direct teaching will become of greater effect. The attitude of the parent is beyond the scope of administrative measures. School gatherings and periodical reports on pupils are measures which have been adopted and which may have effect. The materials are not yet available for any definite pronouncement on religious education.

**Hostels.** 6. In the last two years the number of hostels has risen by over a thousand and that of their inmates by 22,224. There are now 3,879 hostels with 129,607 boarders. Reports say little as to their effect and the method of their supervision.

**School hygiene.** 7. The Government of India allotted R25,00,000 non-recurring and invited Local Governments to call committees and frame schemes for school and college hygiene and the physical welfare of pupils. The following reforms have been carried through. In *Madras* particular attention has been paid to physical training, and a post of instructor in this subject has been created for European schools. The Government of *Bombay* framed a scheme for medical inspection of school children. Five school doctors are to be appointed to examine boys in secondary schools when the financial situation admits of the expenditure involved. The scheme has

been sanctioned. Meanwhile, medical inspection has already been initiated in some schools. Weighing machines and eye charts have been provided in government institutions. It is satisfactory to find an unaided private school making a record of weights and measurements and furnishing parents with reports by a qualified dentist on the state of the boys' teeth. The Parsis show themselves specially careful regarding their children's health, and it is reported that they employ an honorary staff of thirty-five doctors including eight ladies for the medical examination of those who are in schools in Bombay city and that advice cards have been sent to parents in the case of 1,265 children. A class was held in Poona for the training of teachers in physical exercises, and a book was under preparation. Government is also utilising the education department in the campaign against tuberculosis by imparting lessons on hygiene and making liberal grants to any municipality desirous of establishing open air schools. Considerable strides are being made in this Presidency in the matter of school hygiene; and the Government is making use of the St. John Ambulance Association in carrying out its schemes. The committee assembled in *Bengal* to consider the subject has not yet reported. But some action has been taken. Three lecturers toured the province, delivering lectures on sanitation, illustrated by lantern slides, with special reference to the prevention and cure of malaria. A grant is given to the Young Men's Christian Association towards the salary of a physical director, whose services are utilised by the education department. The Government of *Bihar and Orissa* also utilised his services for the training of drill masters, and purchased several play-grounds and erected gymnasias at government high schools. Schemes have been received from *Burma* and *Assam*. In the *Central Provinces* ample provision has been made for playing grounds for all secondary schools. In the *North-West Frontier Province* two specially trained sub-assistant surgeons have for the present been appointed to undertake the inspection of boys in anglo-vernacular schools of two districts, their attention being specially directed to the eyesight of pupils and to the examination of buildings from a sanitary point of view. A special class has also been opened for instruction in hygiene of selected teachers of anglo-vernacular schools and a simple hygiene course has been included in the curriculum of the normal school for vernacular teachers.

8. The introduction of manual training is, quite apart from the cost, no *Manual training* easy matter in India. Nevertheless progress has been made. In *Madras*, two appointments of instructors in manual training have been created. In *Bengal* (where it is thought that its introduction "would go far to counteract some of the worst defects of secondary schools for Bengali boys") it is hoped to select a few schools in each division for the introduction of instruction in woodwork. A class was held during the year for instructing the teachers of European schools in this subject. The teaching of manual training at the *Allahabad Training College* has been successful, and the report speaks of the creation of a new manual training block at one of the government high schools—from which it may be gathered that the subject has gained root in those institutions. *Slojd* has been introduced in thirty-three *Burmese* schools, and nearly 2,000 pupils were trained in this form of work.

*Excursions.*

The Bombay report indicates the large use which has been made of excursions for pupils and teachers under training to places of interest.

9. As regards tests, in Madras 4,860 secondary school-leaving certificates were completed during the year. The number of candidates at the school-leaving certificate examination in the United Provinces has risen to 1,631. The requirements for recognition of schools for this examination are more exacting than those for the matriculation; principals of colleges find that students who have passed the former have a better working knowledge of English. The number of those taking the high school final examination in Burma, though still small, is rising.

10. The chief defect in education in India still remains the slender qualifications of the teacher. Last year it was found that 62,675 teachers were trained out of a total of 229,140. This year the corresponding figures are 67,494 and 242,544. The percentage of those trained has thus risen from 27 to 28. Larger facilities are counterbalanced by heavier demands. The proportion of those trained among elementary and secondary teachers is now as follows:—

	Per cent.
Elementary teachers . . . . .	24
Secondary teachers . . . . .	32
Teachers in European schools . . . . .	52

Strictly, the classification is of vernacular and of anglo-vernacular and classical teachers. These, however, answer roughly to elementary and secondary teachers. It is noteworthy that among the latter (in schools for Indians) only 6,762 possess degrees out of a total of 100,887.

Among recent developments in training may be mentioned the opening at Dacca of a nature-study class for vernacular teachers; the framing of a scheme for placing the *guru*-training schools of Bengal on an improved footing along the lines previously adopted in Eastern Bengal; the provision of special courses at the Allahabad Training College; the opening of a number of special elementary classes in Burma; and, in several provinces, a satisfactory increase of the numbers reading in middle vernacular schools, from which the material for vernacular teachers is largely drawn.

11. No efforts to increase the facilities for training, however, are likely to be effective unless backed up by such improvement in pay and prospects as will induce the right type of person to submit to training and to adopt teaching as a profession. The record of reform in this direction is the most important feature of the year. In Madras allowances have been added to the pay of trained and approved teachers of elementary schools under public management whose pay is less than Rs 10 a month so as to raise their salary to Rs 10, the grant of capitation allowances has been extended to trained teachers in schools containing standards higher than the third and an extension has been granted of the concession regarding pupils of backward classes. The scale of teaching grants to aided elementary schools has been modified so as to encourage the employment of trained teachers. Instead of a uniform rate of Rs 36 a year for each teacher, the scale is now Rs 48 or Rs 42 for trained teachers of the higher and lower grade respectively, and is retained at Rs 36

*Salaries of teachers.*

for untrained teachers. The rates of stipendiary grants for masters and mistresses of the secondary grade have been raised from Rs 6 to Rs 8 a month to Rs 8 and Rs 10. In secondary schools, more than 1½ lakh was distributed by way of grants and subsidies to improve the salaries of teachers. In the secondary schools of *Bombay* a scheme has been framed for fixing initial pay of graduate assistant teachers at Rs 50 a month; supplementary grants have improved the pay of the teachers in aided schools, "but it cannot be said that the quality of the teachers has shown much improvement." A sum of 1½ lakh was given for the raising of the pay of trained teachers of primary schools; the total which has been given for this object now amounts to Rs 6,33,690 recurring, exclusive of a further allotment for women teachers. A definite scale of staff has been kept in view in aiding secondary schools in *Bengal* and some improvement was effected by means of the imperial grant for aided schools. The salaries of trained elementary teachers were raised by Rs 3 and those of untrained teachers by Rs 1. The fact that this modest reform cost nearly 4½ lakhs during the year indicates the scale of operations and the costliness of even the most necessary reforms in this Presidency, where the average cost of a boys' lower primary school is still less than Rs 102 a year. The elaborate scheme for reorganising secondary education in the *United Provinces*, including the improvement of the pay of the staff, was described in the sixth quinquennial review. The question of pay in primary schools has been dealt with by the committee which recently reported on the whole subject of elementary education. In the *Punjab*, a scheme for improving the pay in secondary schools had been previously sanctioned; we read that the increase "is helping to popularise the profession." The revised rates of aid have assisted managers in offering fairly adequate salaries to teachers in aided schools. As for primary teachers, "the minimum rates of Rs 12 per mensem for an assistant and Rs 15 for a head teacher are everywhere in force (in the Multan division the maximum pay is Rs 30); progressive pay and personal allowances have been introduced in some districts: postal allowances of varying amounts are paid in many cases, and teachers are given the benefit of provident funds. As a result the teacher's calling has become popular, and there is no lack of candidates for admission to the normal schools and training classes." Particulars are not given in the report from *Burma*; but improvement is shown by the fact that the annual cost of a secondary school has increased by Rs 31 and that of a primary school by Rs 15. The Government of *Bihar* and *Orissa* have made a good beginning in the abolition of the unsatisfactory lower subordinate service, while elementary teachers have derived solid benefit from the imperial grants. In the *Central Provinces* the minimum salary of graduate teachers has been raised to Rs 60, regular promotion on a time-scale secured, and a generous supply of special posts on higher pay for selected men provided. The minimum pay of under-graduate teachers has been raised to Rs 40 and corresponding improvement has been made in higher grades. A pension scheme has been brought into force for primary teachers in district council schools on Rs 11 and upwards and the pay of all certificated teachers has been raised to the pensionary level. The fixed pay (apart from capitation) of teachers in lower primary schools in *Assam* was raised from a minimum of Rs 3 to a minimum of Rs 8, and a number of schools were established upon a regular

scale of pay in which the three teachers draw **R20**, **R12**, and **R10** respectively. The introduction of a uniform system of provident funds for District Board teachers was effected in the *North-West Frontier Province*.

*Provident funds.*

12. The establishment of these provident or pensionary schemes was a feature of the year in some provinces and a further extension of the system is desirable in order to secure a contented and permanent body of teachers. It is important that some provision for old age should be made in the case not only of government and board servants but also of the great mass of those employed in privately managed institutions. The Government of India have long had under consideration a scheme of general application and a small committee examined the question during the year. The large scale on which any such scheme must be framed, the variety of conditions to be provided for and financial considerations have hitherto prevented the maturing of this proposal. Nor is the proposal unanimously supported by Local Governments. In the meantime, local schemes have to some extent taken shape. The provisions described at page 124 of the sixth quinquennial review apply mainly to board or municipal teachers: so do those mentioned above as now existing in the Punjab and the Central Provinces. In Madras some of the managers of aided schools have instituted their own provident funds: and, where the rules are approved by government, expenditure on this object is admitted in calculating grants. Provident funds in secondary schools of the Punjab are also becoming more common. A portion of the grant made to the Central Provinces for aided anglo-vernacular schools has been set apart for starting a provident fund for their teachers; a scheme has been framed which has met with the general approval of the managers.

13. As regards the increase of pupils, it was shown in the last quinquennial review that the number under instruction was 6,780,721. At the end of 1912-13, it was 7,160,944. At the end of 1913-14, it stands at 7,518,147. Hence, in the past two years, there has been an increase of 737,426 pupils, the increase in the second of those years over the first being 357,203. The percentage of those at school upon those of a school-going age is now 19.6, against 17.7 in 1911-12, and 18.7 in 1912-13. That on the total population is 3.0 against 2.7 and 2.8 in those same years.

The following table gives the figures province by province:—

Province.	Pupils at school. (Figures in thousands)		Percentage of increase.	Percentage of the school- going population at school.
	1912-13.	1913-14.		
Madras . . . . .	1,362	1,470	7.9	23.7
Bombay . . . . .	988	1,029	4.2	25.3
Bengal . . . . .	1,719	1,748	1.7	25.6
United Provinces . . . . .	789	819	4.0	11.6
Punjab . . . . .	411	440	7.2	14.7
Burma . . . . .	460	505	9.9	27.8
Bihar and Orissa . . . . .	847	862	1.7	15.6
Central Provinces . . . . .	335	365	8.9	15.6
Assam . . . . .	194	215	10.7	20.3
North-West Frontier Province . . . . .	39	44	15.6	13.5
Coorg . . . . .	7	8	6.5	21.0
Delhi . . . . .	11	13	14.7	21.7
<b>TOTAL . . . . .</b>	<b>7,161</b>	<b>7,518</b>	<b>5.0</b>	<b>19.6</b>

Burma, with its established system of monastic education, shows the largest results; and the figures are undoubtedly an underestimate in that province.\* The increases in the North-West Frontier Province and in Delhi are remarkable. In regarding totals and percentages of education in India, it has always to be remembered that the female portion of the population contributes but a small fraction. The total of boys under instruction is 6,415,905, being 32.8 per cent of boys of a school-going age, that of girls is 1,102,242, or 5.9 per cent.

The increase in the number of those who frequent colleges and secondary schools continues to out-run the increase of accommodation. It amounts to 8.2 per cent. upon the figures of students in those institutions last year. The increase of those who read in primary schools has amounted to 4.8 per cent. Strenuous efforts are being made to cope with the numbers. In the United Provinces alone grants for new school buildings or additional class-rooms aggregating over 4½ lakhs have been made to aided schools. One could wish that those in technical and industrial institutions would show a like rate of increase.

It is noteworthy that the number of girls at school has risen by 95,606—an increase which is probably without parallel in India and is certainly larger than in any one of the past five years. Muhammadan pupils have increased in number by 74,895 or 4.6 per cent.

14 In the sphere of university and collegiate education, efforts have *Development* largely concentrated themselves upon the planning of new universities and *in various departments*. the organisation of university teaching and higher study. But this has not been to the exclusion of improvement in existing institutions. There has been much building activity both in university centres and in outlying colleges. A new departure has been made in Bombay with a College of Commerce and proposals for a school of Indian economy and sociology.

The various provinces continue to work out or prepare schemes which are calculated to remedy the many admitted defects in secondary schools. The improvement in the terms of service of secondary and of primary teachers is a matter of radical importance; and this report shows that much has been done. The Government of Bengal have made proposals for the establishment of an institution run on public school lines, for the children of those who are willing to pay substantial fees. Local Governments continue to complete their surveys for the extension of primary education. The Government of the United Provinces summoned an important committee to discuss this and the whole question of elementary instruction.

As for professional education, facilities have been increased for the training of teachers—though they still fall far short of requirements. A scheme of extra-university medical instruction has been provided for by the creation of a College of Physicians and Surgeons in Bombay and of a State Medical Faculty in Calcutta. There has been no special development in technical and industrial education and (as remarked above) the increase of those who seek it might be accelerated with benefit. In connexion with the enquiries recently made by Colonel Atkinson and Mr. Dawson as to the relations of

\* *Progress of education in India 1907-1912, sixth Quinquennial Review* page 143

technical schools and the employers of labour, it is gratifying to find that the Upper India Chamber of Commerce and the Bengal and North-Western Railway have rendered assistance in finding posts for students. Measures for the encouragement of oriental studies show steady progress, and the opening of the Sanskrit library at Benares is a marked step forward in realising the ideas of the Conference of Orientalists which met in Simla in 1911. Finally, the year has been marked by the visits of numerous educational specialists from other countries.

It should be added that the Advisory Committee for Indian Students in England was reconstituted during the year. The majority of its members are Indians. The committee is associated with the Central Bureau of Information which renders help to those students who desire its assistance.

### *II.—Universities and colleges.*

*Fresh problems.*

15. The whole question of university organisation and expansion continues to evoke the keenest interest. The legislation of 1904 produced a measure of reform in the method of teaching up to the graduate stage. For reasons which are clearly stated in the report of the Indian Universities Commission, the new law did not attempt to change the prevalent system of federal universities; it prescribed but could not stimulate university teaching. A certain dissatisfaction has grown regarding that system; the Government of India have given grants for advanced study and research. Hence a stage of fresh problems has been reached. Activity has taken two forms.

In the first place, the movement in favour of new universities has continued. The intention is in some cases to produce a new type; *e.g.*, in the proposals for universities at Dacca, Aligarh and Benares. In others the main motive is the breaking up of excessively large areas and the identification of university and provincial spheres of jurisdiction, though here also the idea of developing along novel lines is present; in this class fall the proposals for Patna, Rangoon and Nagpur. None of these schemes has yet reached its conclusion; some are still in an inchoate stage. But the general approval of the Secretary of State was received during the year to the proposal for the Dacca University, the report of the committee constituted for the Patna University was issued, and progress was made elsewhere.

16. In the second place, there is the expansion of existing universities along new lines. In the previous year 16 lakhs had been made over to universities for capital expenditure and recurring allotments had been nearly trebled. In the present year 17 lakhs have been given for capital expenditure and the recurring allotments (including the earlier grants given) now stand at the following figures:—

	R
Madras University . . . . .	90,000 a year
University of Bombay . . . . .	55,000 ,
Calcutta University . . . . .	1,28,000 ,
University of Allahabad . . . . .	85,000 ,
Punjab University . . . . .	45,000 ,

*Imperial grants.*

These figures exclude the sums allotted for the initiation and maintenance of new universities.

17. The previous (comparatively small) grants made in 1904 were for the *Higher studies*. purpose of enabling universities to meet the cost of administration and inspection imposed upon them by the Act of that year. The more generous grants of the past two years have been expended on providing these institutions with buildings and libraries befitting their dignity, initiating systems of centralised teaching and examining resources for a forward movement. The building projects enumerated below have not all been completed; but a recital of these and of the recurring outlay which has taken place will show the trend of development in each centre.

The capital grant to the University of *Calcutta*, which amounted for the two years to 12 lakhs, is being expended on examination halls and the Hardinge Hostel for students of the University Law College, books and furniture for the library and the acquisition at a cost of 8 lakhs of an important site which abuts on the group of university buildings. The recurring funds are being utilised for an elaborate system of M.A. and higher instruction, including the creation of the George the Fifth Professorship of Mental and Moral Science and the Hardinge Professorship of Higher Mathematics (held by Professor Young, F.R.S.), the appointment of university readers, a large number of lecturers and additional expenses connected with the Law College. The university has also, out of its own funds, founded a Carmichael Professorship of Ancient Indian History and Culture and two professorships of English. Something will presently be said regarding the University College of Science which it is understood is being established out of benefactions. Thus the university has largely concentrated M.A. teaching in its own hands. Its policy has been criticised in some quarters as lacking in consideration for the facilities already existing in the larger colleges, instituting a somewhat haphazard system of lectures delivered, in return for low fees, largely by half-time lecturers, without suitable accommodation, the necessary tutorial arrangements or any effective residential supervision of its students. The defence that has been made is that colleges cannot cope with the number of M.A. and M.Sc. students which has suddenly risen to about 1,000 in the university classes (while in the preceding year it was about 500). To this it has been replied that the demand for this kind of instruction has been created by a lax system of qualifying lectures given in return for very low fees and frequently combined with attendance at the University Law College, and that colleges (which offer sounder facilities but limit their admissions to their actual teaching capacity) have not been consulted or brought into co-operation. It is reported that this policy has involved the university in financial difficulties notwithstanding the very liberal grants which the Government of India have made to it. The University of *Bombay* has refitted its library, but appears not to have launched out on any building operations. It secured the services of Sir Alfred Hopkinson as expert adviser, and proposed to spend small sums on the emoluments of scholars from England, on university lecturers and on its library. The position of things here as regards M.A. teaching is different from that prevalent in Calcutta, no less than nine out of 12 arts colleges enjoying affiliation up to the M.A. standard, while only four of the 45 arts colleges affiliated to the Calcutta University have such affiliation—and that only to a limited extent. At the close of the year a scheme for the establishment of a school of research in the field of Indian economics and sociology was approved and the Government of India have promised a recurring grant to the university for its support. The University of *Madras* is spending 6½ lakhs (including a provincial grant) on its libraries and the construction of a new university building. It has created a temporary professorship of Indian economics and a professorship of Indian History and Archaeology, has appointed Mr. Neville, Fellow of Trinity College, Cambridge, lecturer in mathematics for the cold weather, and contemplates the development of the study of Indian languages upon

modern lines, for which purpose Dr. Mark Collins, Professor of Sanskrit and Comparative Philology in the University of Dublin, has been appointed to a chair in Madras. The *Punjab University* is extending its site, instituting hostels for its Oriental and Law Colleges, extending its library building and reorganising the Oriental College. It obtained the services of Professor Ramsay Muir and Dr. Smithells, F.R.S., during the cold weather to advise on the teaching of history and chemistry and to deliver lectures. The *University of Allahabad* has completed the building of its University Law School and is constructing and equipping a library and a law college hostel, has created professorships of Economics and Modern Indian History and has instituted readerships and scholarships.

*Benefactions and science teaching.*

18. It is significant that the subjects most generally chosen for centralised teaching are science, economics and Indian history and language. In Calcutta and Bombay large benefactions have recently been made for scientific teaching and research. The late Sir T. N. Palit and Dr. Rash Behari Ghose have handed over 25 lakhs to the Calcutta University. It is understood that a University College of Science will be instituted, staffed entirely by Indians; but Government has little information about the scheme and has not been consulted regarding it. In Bombay, benefactions have been given to the amount of 26 lakhs for a Royal Institute of Science in which will be provided all the science teaching now given at government arts colleges and possibly a large part of that given at privately managed colleges. The Local Government and the university are assisting the scheme, which is at present under consideration. The activity of the Bombay Presidency in creating facilities for science teaching has been noteworthy. Thanks to another generous endowment of nearly  $8\frac{1}{2}$  lakhs the Gujarat College had in the previous year acquired a valuable Science Institute on the donor's condition that the combined institution should henceforward be maintained by Government.

*Other developments.*

19. The following are some of the principal developments of collegiate education in the different provinces:—

Two notable features in *Bombay* are the progress made in a scheme for a Royal Institute of Science (of which mention has just been made) and the opening in October of a College of Commerce. The report also speaks of proposals for a college at Dharwar, a college for Muhammadans and a college for women as under consideration. In *Bengal* the year presents a record of improvement or of the formulation of schemes in government colleges and of increase in the grant available for privately managed institutions. Speaking of *seminar* work in the Presidency College the report says:—"The work of the *seminars* showed a distinct advance; the organisation is more complete and the students have ceased to be apathetic, with the result that a co-operation in study previously unknown is developing between the members of the *seminars* and the presiding professors. Nevertheless the value of the *seminars* is considerably diminished by the fact that many students are primarily engaged in studying law and regard their reading for the M.A. as a secondary consideration." The report for the *United Provinces* also contains an interesting account of *seminar* work in the Muir Central College. An incident of note in these provinces was the opening by His Excellency the Viceroy on January 9th, 1914, of the new buildings of St. John's College, Agra. Progress is also recorded in the *Punjab*. The science side of the Government College continues to develop. Research work in botany, zoology and chemistry has been carried on there. A college herbarium of Indian plants has been started and a large biological laboratory was under construction. A college class has been opened in the Kinnaird High School for girls, Lahore. While the chief event in *Bihar* and *Orissa* was the publication of the report of the proposed Patna

University Committee, steady progress was made in the colleges. The staff was strengthened; new laboratories were commenced at the Patna College; aided colleges were improved with the result that the number of their students rose considerably. New buildings are being constructed for the Jubbulpore College in the *Central Provinces*, and it has been decided to establish a government college at Amraoti. In *Assam*, the development of the Cotton College, in point both of buildings and of extended affiliation, proceeds apace and the province is acquiring a self-contained system of collegiate education. The new Islamia College at *Peshawar* has shown remarkable progress. It was opened only the previous year and is a combined college and school of a purely residential type providing religious instruction. "Almost at once the demands for admission far exceeded the available accommodation."

It has already become a centre for those pupils from the agencies and the trans-border districts all round the province whose parents desire them to be educated but dislike sending their sons to the neighbouring schools in British territory."

It remains to narrate that the number of students in arts colleges has risen phenomenally in the past two years. In 1911-12 it was 28,196; in 1912-13 it was 32,049; at the close of 1913-14 it was 37,520. In the same period the number of institutions has increased by two and now stands at 125. Students in government colleges alone have increased by over 2,000.

### III.—Secondary education.

20. The chief characteristic of secondary education continues to be a surprising increase in the number of those who seek it, with the result that here, *Increase in numbers*. as in the colleges, there is often some difficulty in accommodating all candidates. Secondary schools for boys have increased by 227 and pupils by 69,572 of whom 53,670 are undergoing instruction in English. The totals of institutions and scholars are 6,279 and 1,008,584 respectively. Of these 1,349 are high schools and 2,674 middle English schools containing respectively 466,159 and 316,465 pupils. The remainder is accounted for by middle vernacular schools.

21. The Government of India distributed during the year a capital allot- *Imperial* ment of R36,03,000. This was intended not only for secondary schools but *grants*. also for colleges and training institutions. The following recurring grants were also made for secondary education :—

	R
Madras	1,35,000
Bombay	95,000
Bengal	2,36,000
United Provinces	95,000
Punjab	95,000
Burma	67,000
Bihar and Orissa	95,000
Central Provinces	58,000
Assam	34,000
North-West Frontier Province	15,000

In 1912-13, recurring grants of the amount of R6,31,000 had been made for the same purpose. Thus the total addition to recurring funds made available during the two years for secondary education (exclusive of some small amounts sanctioned for Agencies, etc.) amounts to R15,46,000.

*Developments.* 22. The methods in which these grants have been expended and the schemes which are being formulated or brought into effect are briefly as follows :—

In *Madras* marked progress has been made in the improvement of accommodation and equipment, over 3 $\frac{3}{4}$  lakhs being spent on the latter. The scheme for the gradual improvement of secondary schools in *Bombay* was drawn up in 1911 and is being steadily worked out. Considerable capital expenditure has been incurred on a building for a high school in East Khandesh, extensions of other schools, hostels and playgrounds. A recurring sum of Rs 26,000 a year was allotted for increasing the pay of assistant masters. Supplementary grants continue to be paid to aided schools bringing, it is reported, improvement in the teachers' salaries but not much in their quality. The most interesting development has been that of science teaching—a subject in which, as will have been seen from the preceding section, great activity has recently been displayed in this Presidency. An inspector of science teaching has been appointed, steps are being taken to provide laboratories in schools, and Rs 33,000 has been sanctioned for the supply of apparatus. In *Bengal* it has not yet been found possible to introduce any general scheme for the improvement of secondary education. Hence the recurring grant of Rs 2,26,000 was spent on building projects and furniture, while the bulk of the previous recurring allotment of 1 $\frac{1}{2}$  lakh was devoted to increasing grants to aided schools. The report notices a novel development. "Many prominent men in Bengal have been emphasising for a long time the great need that exists for a residential school for Bengali boys conducted as far as possible on the lines of an English public school. During the year under review the Government of Bengal decided to satisfy, if possible, the demand without further delay. The Government of India agreed to lend Hastings House for this purpose, and a scheme is now before that Government for establishing a school on that property. Their idea is that the school should be temporarily housed at Hastings House, pending the working out of a scheme for re-establishing it outside Calcutta on a permanent basis and in buildings of its own." The Government of the *United Provinces* has long been following out the lines of a well considered scheme. New buildings have been erected both for Government and for aided schools, while special grants, sanctioned in the preceding year, have been made to the latter. A scheme for *Burma* has received the sanction of the Secretary of State. It will provide, at a cost of 12 lakhs capital and 3 lakhs recurring, for the maintenance by government of a few schools previously supported by municipalities, and the improvement of the staff of government, municipal and aided schools. Progress is being made with the scheme. The previous grant (of Rs 60,000) in *Bihar* and *Orissa* was fully allotted during the year, and a comprehensive scheme calculated to cost Rs 497 lakhs capital and Rs 86 lakhs recurring was submitted, but did not receive the general approval of the Secretary of State till after the close of the period under review. Hence the new grant of Rs 95,000 was handed over to District Boards for improvement of the buildings of middle English schools, while building operations were also conducted at certain government high schools and large building grants were given to private bodies. At present there are grave complaints of the inadequacy of the accommodation in most of the privately managed schools. The scheme alluded to, when carried out, will greatly improve the prospects of the staff in government schools and will raise privately managed schools by the help of grants to an efficient standard, a regular scale of pay being provided for their staff. At the beginning of the year an important scheme was sanctioned for the *Central Provinces*. The minimum pay of graduate teachers has been raised to Rs 60 and of undergraduate teachers to Rs 40, while corresponding improvements have been made in higher grades. Steps have been taken to raise certain government schools to the high standard as contemplated in the scheme. "The financial limitations to government enterprise are, however," says the Chief Commissioner's resolution, "beginning to be realised, and it may be hoped that, with the growth of enlightened public opinion, funds will be forthcoming from private sources which will facilitate the establishment of institutions which, with the aid of contributions from government, will be really efficient and will be able to supplement the

educational organisation of the province so as to meet the growing needs in this direction." There has been very great building activity. An inspectorship has been sanctioned for science teaching. No general scheme has been submitted from *Assam*; but the Chief Commissioner has laid down a definite policy, an important item in which is the transfer to government of the majority of aided schools at sub-divisional headquarters. In pursuance of this policy, says the resolution, "six aided high schools at sub-divisional headquarters were provincialised during the year; a scheme was sanctioned for the development of government high schools so as to provide for existing requirements and for the expansion anticipated at the beginning of the succeeding year; middle English schools were opened at certain centres to relieve the pressure on the lower classes of the high schools; unaided high schools were taken on to the aided list, and assistance was given to aided schools on a generous scale to enable them to keep pace with the improvements effected in government institutions." A scheme for high schools in the *North-West Frontier Province* was sanctioned, in pursuance of which certain municipal schools were taken over by government and the grant-in-aid rules were revised on a liberal scale so as to encourage private enterprise.

Thus the majority of provinces have now approved schemes to work upon. It remains to provide funds to carry out those portions to which effect have not yet been given.

23. The question of the matriculation examination is beginning to excite *Defects of the matriculation examination.* considerable controversy. This examination represents the goal of school work and hence dominates both the subject matter and the method of instruction in high and even to some extent in middle schools. At the same time, it provides the machinery for testing the fitness of pupils to enter on university courses and thus affects by its character the quality of the material supplied to colleges. A strong feeling is growing among educationists and others that success at the matriculation is an insufficient proof of ability to attempt higher studies and actually tends in some provinces to become cheaper, and that the only salvation of the colleges is to purge them of what is in reality a school-boy element.

The Bombay report comments on the sudden rise in the number of successful candidates at matriculation from 34 to 58 per cent. and states that the phenomenon is apparently not attributed to any great improvement in the teaching of the schools. It quotes a remark of Sir Alfred Hopkinson to the effect that "an examination in mathematics with only three per cent. of failures among candidates drawn from schools of all kinds and most various degrees of efficiency must be entirely inadequate as a guarantee of any knowledge of the subject." It is given as the general opinion of the professors who are concerned with teaching the first year class at St. Xavier's College, Bombay, that at least one-third of the students (apparently over 300 in number) are not fit for the course prescribed by the university. The principal of the Dayaram Jethmal Sind College at Karachi makes a similar complaint and surmises that this may result in a lowering of the higher university examinations. (In this connection, it is interesting to observe that Principal Paranjpye of the Fergusson College, Poona, is of opinion that the new B.A. pass course recently introduced in Bombay is too meagre to occupy a student for two years.) The resolution of the Government of Bombay comments on this apparent lowering of the standard of matriculation and the consequent unprecedented influx of first year students, a large proportion of whom cannot be regarded as properly pre-

pared for higher education. It is reported from the United Provinces that boys migrate into Bihar owing to the impression that the Calcutta matriculation is easier than that of Allahabad. The resolution on the report states that "the colleges are congested with students whose inadequate attainments render them unfitted to benefit by a university training, and an extension of the school course, involving possibly the taking over by the schools of some of the college classes, seems to be required as much in the interests of collegiate as of secondary education."

*Remedies.*

24. Various proposals have been made for remedying this state of affairs. One is the substitution for the matriculation of a more intelligent form of test. This already exists as an alternative in Madras, Bombay and the United Provinces, though in Bombay it does not admit to the university. In Madras 4,860 secondary school-leaving certificates were completed during the year. It is stated in the United Provinces report that principals of colleges are finding that students who have passed the school-leaving certificate examination are, as a rule, better able to understand and converse in English. Burma too has a high school final examination; the number of those who take it, though small, is growing. Bihar and Orissa have appointed a committee to consider the question of a school-leaving certificate and the North-West Frontier Province has referred a scheme to the Punjab University. The Government of India have declared themselves in favour of some sort of test which gives consideration to the school record. Another proposal now frequently put forward is the elongation of the school course so as to include all or a portion of the intermediate stage of instruction. In the Imperial Legislative Council, the Hon'ble Pandit Madan Mohan Malaviya advocated the teaching of the intermediate standard in all high schools, the student subsequently taking his degree at a college in three years. Dr. Tej Bahadur Sapru, addressing the Provincial Conference at Meerut, suggested that the first year of the intermediate stage should be relegated to the high schools. The Bombay report quotes the opinion of Dr Mackichan, principal of the Wilson College, who would like to see the number of students in the first year reduced and thinks that at least one year should be added to the high school course, so that students should complete in school the work that they now do in the first year of the college course

*IV.—Primary education.*

*Progress.*

25. The increase in the number of pupils reading in public primary schools for boys during the quinquennium 1907—1912 was 891,980. No higher quinquennial increase had been recorded. The figures for the past three years are:—

	—	Number of primary schools for boys.	Number of pupils in boys' primary schools.	Increase of pupils.
1911-12	.	110,692	4,522,648	..
1912-13	.	114,024	4,768,043	245,395
1913-14	.	116,650	4,973,916	205,873

Thus, in two years, there has been an increase of 451,268 pupils in primary schools. The provincial figures are as follows:—

Province.	Number of boys' primary schools.		Number of pupils reading in boys' primary schools.		Increase or decrease of pupils.
	1913.	1914.	1913.	1914.	
Madras . . . . .	25,223	26,018	1,015,106	1,089,478	+ 74,372
Bombay . . . . .	12,169	12,790	723,815	750,985	+ 27,170
Bengal . . . . .	28,107	27,470	1,047,255	1,028,484	- 18,771
United Provinces . . . . .	10,158	10,444	547,534	566,156	+ 18,622
Punjab . . . . .	3,689	4,158	197,663	220,555	+ 22,892
Burma . . . . .	4,733	5,046	162,637	189,038	+ 26,401
Bihar and Orissa . . . . .	22,452	22,500	637,634	644,223	+ 6,589
Central Provinces . . . . .	3,471	3,846	261,406	289,539	+ 28,133
Assam . . . . .	3,534	3,760	148,278	161,780	+ 13,452
North-West Frontier Province . . . . .	335	440	16,899	22,301	+ 5,402
Coorg . . . . .	84	93	5,009	6,550	+ 641
Delhi . . . . .	69	76	3,907	4,877	+ 970
<b>TOTAL</b>	<b>114,024</b>	<b>116,650</b>	<b>4,768,043</b>	<b>4,973,916</b>	<b>+ 205,873</b>

All the provinces have contributed to the increase save Bengal, where both schools and pupils have declined. The causes of the decline are mentioned later.

As remarked in the last quinquennial review, the figures given in the preceding paragraph do not disclose the whole truth. Some of the pupils reading in boys' schools are girls while boys are also found in girls' schools. The pupils reading in the primary stages of secondary schools and in some of the other public and private institutions which impart primary education have to be added in. The calculation of those undergoing elementary instruction is as follows:—

	Boys.	Girls.	Total.
In primary stage of public schools . . . . .	5,117,529	970,423	6,087,952
In other public schools giving primary education .	141,570	25,018	166,588
In elementary private schools teaching a vernacular . . . . .	349,164	19,478	368,642
<b>TOTALS</b>	<b>5,608,263</b>	<b>1,014,919</b>	<b>6,623,182</b>

Seven years ago the total of children in the elementary stage of instruction was  $4\frac{7}{10}$  millions; two years ago it was 6 millions; in the past year it was  $6\frac{3}{5}$  millions, or 17·3 per cent. of the population of a school-going age—namely 28·7 per cent. in the case of boys and 5·4 per cent. in the case of girls.

26. This advance was to a large extent made possible by the grants *Imperial* allocated to elementary education. In considering these grants, it is not grants. only the sums made available in 1913-14, which have to be taken into consideration, but those of the previous years also. Primary education is a matter of slow mobilisation and the effect of disbursements becomes apparent only

gradually. The grants recently made in the nine major provinces for this object have been :—

		Non-recurring.	Recurring.
		R	R
1911	.	9,95,000	...
1912	.	90,000	30,00,000
1913	.	84,00,000	19,85,000

The financial effect has been as follows :—

	Amount contributed to boys' primary schools in			Percentage to total expenditure,			
	1912.		1913.	1914.	1912.	1913.	1914.
	R	R	R	R	R	R	R
Public funds	1,17,91,788	1,32,38,970	1,54,81,800	65·6	66·7	69·7	
Fees	40,87,961	42,98,114	43,06,738	22·8	21·6	19·4	
Other private funds	20,82,714	23,30,167	24,32,872	11·6	11·7	10·9	
<b>TOTAL</b>	<b>1,79,62,453</b>	<b>1,98,67,251</b>	<b>2,22,21,410</b>	<b>100·0</b>	<b>100·0</b>	<b>100·0</b>	

Thus public funds are coming to take a proportionately larger share in meeting the cost of elementary education, and the amount of fees collected, though it has increased, shows proportionate diminution.

It is necessary to consider how far expenditure on primary education keeps pace with the allotment of additional grants. The recurring grants took effect first in 1912-13 and now amount to R49,85,000 annually. The increase in annual expenditure on the maintenance of primary schools for boys since 1911-12 (the year before the grants were made) is now R34,44,000. This, however, does not necessarily mean that grants have not been spent. For some Local Governments, such as those of Bengal, Bihar and Orissa, Burma and the Central Provinces (which show a shortage in recurring expenditure) spent a portion of their grants on capital objects. (Such expenditure is not included in the expenditure figures given above; and the statistics regarding money employed on buildings and furniture do not distinguish between primary and other grades of institutions.) It is also probable that some portion of the grants has been utilised in indirect expenditure, such as training, the cost of inspecting staff, etc.

*Developments.* 27. In the primary department of education interest centres round the schemes of expansion and improvement made possible by the liberal grants of recent years.

*Madras* records an addition of 794 public elementary schools for boys. In *Bombay* an extensive programme has been framed and 621 primary schools for boys were opened during the year. *Bengal* on the other hand shows a decrease of 637 institutions. Throughout the presidency there has been a falling off in the number of upper primary schools, for which, says the report, there is apparent lack of enthusiasm. The decrease in the number of lower primary schools is confined to the western districts and is explained as due to various causes—floods, closer inspection and the conversion of some schools into *maktab*s. “The increase in the number of lower primary schools in Eastern Bengal,” says the report, “is due mainly to the number of these institutions of an improved type which have been founded in *panchayati* unions and for which funds have been liberally given to district boards. This scheme of expansion of primary education has just been introduced into Western Bengal; and it is hoped that succeed-

ing reports will be able to announce an all-round advance in the numerical strength of primary institutions." The decrease in pupils attending primary schools is 18,771. The main lines of advance will be the establishment of model primary schools and the provision of buildings for aided schools. In the *United Provinces* an important committee has gone thoroughly into the question of primary education, schools and scholars show an increase (the latter of 18,622), and various steps have been taken to secure some permanence or guarantee of solidity in aided institutions. Programmes of extension have been drawn up by many boards in the *Punjab*. Numbers show an increase. The following passage in the report is of interest. "The theory that there should be central upper primary schools surrounded by lower primary branches does not find favour in this province; the demand is everywhere for a complete primary school and for a board school in preference to an aided one." The system of central schools surrounded by branches has, on the other hand, been recommended by the committee in the *United Provinces*. *Burma* records a very satisfactory advance, mainly in monastic schools, which will offer a simple curriculum. *Bihar and Orissa* shows a moderate increase. The report and the resolution combat the charge that the grants should have been used to increase the number of schools rather than their efficiency. The resolution says:—"At the last census it was found that in Bihar and Orissa the proportion of persons between the ages 15 and 20 who were literate was less than one-third of the proportion between the ages 10 and 15 who were at school—in other words that very large numbers of children leave school either wholly unable to read and write or so poorly equipped in this respect that five years suffice to obliterate altogether the results of the meagre teaching that they have received."\* In the *Central Provinces* and *Assam* the increases have been considerable—particularly in the former. In *Assam* education has been made free in middle vernacular and upper primary classes. This has had an excellent effect in increasing the number of pupils in middle vernacular institutions. The *North-West Frontier Province* also shows a satisfactory increase in the same class of institutions, along with a general increase of schools and pupils.

28. Some of the reports emphasise the difficulty experienced in obtaining *Type of building* for primary schools. The essentials of such building, a building are cheapness, space, good ventilation and light. The *Bombay* report speaks of a type of house with dwarf walls and a roof supported by pillars, which is common in *Ceylon*. Furniture is stored in a small room which is constructed at one end of the building and can be locked up. Matting is sometimes provided, to be let down as a protection against wind. Coolness is ensured by a roofing of straw or locally made tiles. But often quite half the children are taken out to work under trees for the greater part of the school period. Similarly, the *Punjab* report says that what is required for a small village school is some form of open airy shelter, which need not cost much, supplemented by a shady tree if possible. On the other hand, what actually happens is that a few comparatively expensive buildings are erected, while elsewhere "classes are held in private houses where boys are huddled together like sheep in a pen and can hardly breathe." The Director recommends a shady tree and a light shelter against rain with a store-room for apparatus. Needless to say, no single type will suffice for the varying climatic conditions and the different materials found throughout India.

29. The difficult problem of providing suitable education for children *Children engaged in industries* deserves special attention and more notice in reports *employed in* than it sometimes receives. The *Bombay* report mentions the opening of *a industries*.

\* Compare sixth *Quinquennial Review*, para. 324.

few factory schools—in most cases without success. The following account of similar attempts in Bihar and Orissa deserves quotation in full :—“ During the year a half-time school was established in connection with the Peninsular Tobacco Company’s Factory at Monghyr. It has proved very successful and has now 453 children on its rolls. Night schools were also established at Sahebganj for the children employed in the Sabai Grass Industry and at Sakchi for children employed in the Tata Company’s Works, while 7 such schools were established in the Dhanbad sub-division for children employed in the mica factories. In addition to these schools the East Indian Railway Company maintains, with the help of a district board grant, 31 schools near Giridih for the children employed in its collieries there. There are few large factories in the province, but it will be seen that active steps have been taken for the education of the children employed in the larger industrial concerns.” In Assam there are now 118 schools for tea garden children.

#### *V.—Professional and special education.*

##### *General figures.*

30. The number of students in professional and special schools and colleges has risen from 204,600 to 213,864. The main developments are shown in the following paragraphs. The subject of the training of teachers has been partially treated above (page 6). There is nothing particular to record about legal education save what has already been said in section II and the fact that the numbers of those who study law have increased from 3,877 to 4,083.

##### *Training of teachers.*

31. The number of those under training for the teachers’ profession is 17,190, against 15,541 in 1912-13. The record is generally one of increase in the number of training classes with a view to meeting the demand for teachers raised by the distribution of grants and the creation of new schools. The following developments are noticed. In *Bombay* the scheme has been tried and has succeeded of utilising diploma-holders of the secondary training college for giving instruction in teaching to masters of aided high schools in Poona and for supervising their actual teaching in schools. *Bengal* has a network of 117 *guru*-training schools for elementary teachers. The greater number of these are in the western districts, the policy pursued in Eastern Bengal having been one of increasing the numbers in existing schools and improving the staff but not of multiplying the institutions. In 1908 the Government of Eastern Bengal and Assam had framed a scheme for still further accentuating this policy and improving the schools. A scheme has now been drawn up on the lines of this Eastern Bengal scheme for placing all these institutions on an improved footing. In Eastern Bengal several schools of this type have already been built; and it is hoped with imperial revenues to extend the improved schools throughout the Presidency. In the *Allahabad Training College* special courses have been arranged in certain subjects and are much appreciated. The direct method of teaching English is said to have produced encouraging results in the practising school. In the *Central Provinces* re-training classes have been opened. In *Assam* the period of training at the normal schools has been extended to three years.

32. The encouragement of oriental studies is a point on which the Government of India have recently laid stress, as was indicated by the assembling *studies* of a conference on the subject in 1911. It is difficult to gauge progress here. During the past two years the numbers in oriental colleges have increased by 217 and now stand at 1,669. But this by no means represents the total of those engaged in such studies. The private institutions which teach oriental classics show an increase of 5,032 pupils, the total now standing at 60,232. In many of these, however, the instruction is not of a high order. Some of the special public schools are engaged on similar work; but it is impossible to distinguish the precise number of these. As already noticed, some of the universities have created chairs of oriental studies. The Calcutta University has founded a Carmichael Professorship of Ancient Indian History and Culture. Madras has secured the professor of Sanskrit and comparative philology in the University of Dublin to fill the chair of philology. The Punjab University has made new appointments in its oriental college. The University of Allahabad has created a chair of post-Vedic studies, and the report of the United Provinces has an interesting description of the Princess of Wales Saraswati Bhawan or Sanskrit library at Benares, which has been constructed and equipped by liberal contributions and a government grant, and was opened by the Lieutenant-Governor during the year. "It provides not only a library, where the Sanskrit manuscripts are securely and suitably housed, but reading and lecture rooms where students of Sanskrit may have opportunities for receiving instruction and for quiet study with ready access to materials for research. It is intended to foster higher Sanskrit studies both on oriental and western lines, to be a meeting place of the East and the West, of the old and the new, where the traditional learning of the *pandit* may be linked with the scientific methods of critical scholarship. Of the offspring of this union high hopes are entertained." In addition, posts have been created of a superintendent of Sanskrit studies and of an inspector of pathshalas. The Government of India have made a grant to the Asiatic Society of Bengal to enable that body to utilise the services of Dr. L. P. Tessitori in editing the bardic chronicles of Rajputana. Various Local Governments have framed schemes, some of them after calling committees to consider the subject. The resuscitation of higher scholarship on a liberal scale and the blending of *pandit* lore with modern critical research will be a slow process; but the process has commenced.

33. A school of tropical medicine was sanctioned for Calcutta, and the *Medical education* foundation stone was laid in February 1914. The buildings are now complete and it was hoped that the school would be opened early this year. It is possible, however, that in consequence of the war there may be some postponement. Steady progress was made with the improvement and re-construction of the bacteriological laboratory at Parel which will be converted into a school of tropical medicine similar to the one which has been started in Calcutta.

A scheme was submitted to the Secretary of State for rendering assistance to the College of Physicians and Surgeons of Calcutta associated with the Albert Victor Hospital at Belgachia. This independent medical institution will now be affiliated with the Calcutta University, and its qualifica-

tions will be recognised by Government. In Bombay a College of Physicians and Surgeons was established for the granting of licenses and diplomas to college students who are not prepared to proceed for university degrees. A similar body, called the State Medical Faculty, was founded in Calcutta. Medical Registration Acts were passed for the presidencies of Madras and Bombay and for the province of Bengal.

Arrangements were made for the improvement of medical education in Madras and for the re-organisation of the teaching staff at the Madras Medical College. A scheme was approved for founding a medical college for women and a training school for nurses at Delhi. The foundation stone of this school was laid by Her Excellency the late Lady Hardinge the day before she left for England in February. A proposal was brought forward for the creation of post-graduate classes at the King George's Medical College, Lucknow, for civil assistant surgeons, and the question of the establishment of similar classes in other provinces is under consideration. The Women's Christian Medical College at Ludhiana for the training of female sub-assistant surgeons, compounders, and nurses was formally recognised by government and received a grant-in-aid. It continues to make good progress.

A scheme was introduced in Madras whereby officers of the Indian Medical Service and civil assistant surgeons serving in the Madras Presidency are now deputed to the Government Ophthalmic Hospital in Madras for definite periods in order that they may receive a systematic course of instruction in ophthalmology. A scheme for improving the training of military assistant surgeons who will in future undergo a five years' course of training similar to that given to civil assistant surgeons was sent home for the approval of the Secretary of State. His approval has now been received.

34. The numbers in engineering and surveying schools show a slight decline, those in technical and industrial schools an increase of nearly 2,000. The number in both together is now 13,570, an utterly inadequate total when it is considered that there are over 47,000 students in arts and professional colleges and over a million pupils in secondary schools. Few facts about education in India are so important and significant as the comparative paucity of those who are preparing for a technical career. The report from Bihar and Orissa, in remarking upon it, says that the new survey class was designed to admit 50 pupils every year, but last year only 14 were admitted, and that the admissions to the sub-overseer courses fell off. Again, the District Board of Bahraich (United Provinces) opened a carpenters' school in 1913 in order to test the reality of the demand for technical instruction; notwithstanding all efforts, the carpenters asked that their boys should be paid to attend and outside the carpenter class only two or three pupils presented themselves.

In Madras a good deal has been done towards the improvement of the tannery industry and the manufacture of tanning extracts. The Sir Jamsetjee Jheejeebhoy School of Art and the Victoria Jubilee Technical Institute, Bombay, show satisfactory progress. The equipment of the

*Technical and industrial education.*

technical schools at Lucknow and Gorakhpur and of the carpentry school at Bareilly has been much improved. An interesting development is reported from the weaving schools in Bihar and Orissa, where the cost of the yarn will be paid by government and recouped from the sale of manufactured articles, while the balance, supplemented by a further grant, will form a fund for the purchase of looms for successful students. It is proposed to open a third mining class in the coal-fields. The buildings of the engineering school at Nagpur have been completed.

35. During 1913-14 the question of making drastic changes in the curricula of the various agricultural colleges in order to attract the right class of men to them and thereby to increase their usefulness and popularity came into especial prominence and was one of the principal subjects discussed at the meeting of the Board of Agriculture held at Coimbatore in December 1913. The only changes actually carried out at agricultural colleges during the year under review were in the Central Provinces where the curriculum of the Nagpur College was altered in the direction of concentrating chemistry and botany in the first two years and of paying more attention to agriculture, veterinary science and engineering in the third year, and in the United Provinces where the *kanungo* students were removed from the Cawnpore College, a separate school being established for them.

36. The new buildings of the Forest Research Institute at Dehra Dun *Forestry education.* were completed during the year.

37. A post-graduate course in veterinary bacteriology and sanitary *Veterinary education.* science to which a certain number of members of the civil veterinary department will in future be deputed annually was initiated at the Bombay Veterinary College.

#### *VI.—Education of special classes.*

38. In a short review like the present it is not necessary to deal with the subject of special classes under every head. Thus, nothing is said of the education of chiefs, since there has been no special development during the year.

39. The number of girls in public institutions has increased from 929,927 *Education of girls.* to 1,019,544 and the total from 1,006,636 to 1,102,242. Only 5·9 per cent. of the female population of school-going age are at school. The actual figures are still small. The proportionate increase is satisfactory in that it is the highest annual increase on record. Beyond these figures there is not much to note in the way of general movements. The imperial grants have permitted of the opening of new schools. The Government of Bengal are experimenting with *panchayati* union girls' schools—presumably a pendant to the boys' schools of that species. It is recorded that in Madras the number of Muhammadan girls at school has more than doubled in the last two years. Several reports speak of the large increase in the number of girls reading in boys' schools. The admission of girls into the lower classes for boys is often the prelude to the establishment of a girls' school. A form of education which does not appear to have given satisfaction is *zenana* teaching. In the Punjab it has not been generally successful; and the demand for it

is small. The reports from the United Provinces and Bihar and Orissa speak unfavourably of it. In Bengal alone the work is considered to be full of promise.

The framing of suitable curricula for girls' schools is exercising the minds of educationists, especially in the Punjab, where Queen Mary's College takes the lead in modern methods of instruction. The Inspectress in Bengal considers that the work of education is subordinated to the idea of a "pass," and the social and domestic aspects of school work are neglected. She does not consider the matriculation to be of real value in girls' schools. It is comforting to hear that in an aided *purdah* Urdu school in Bombay instruction in first aid and nursing is regularly imparted by an experienced teacher to the higher classes.

From almost every province the cry is for more women teachers. This want is undoubtedly one of the main stumbling blocks in the education of girls. Its solution on a large scale is still to seek. Among the steps which are being taken, it may be mentioned that Madras has a hostel for Brahman widows at Triplicane. It contains 25 boarders.

*European education.* 40. Work has progressed in the matter of European education along the general lines indicated at the Simla Conference of 1912. Grants have been made for this purpose, including R40,000 and R30,000 for the education of the poor in Calcutta and Madras city respectively. The increase in the number of pupils has been 2,902, and the total now stands at 37,809, exclusive of Bangalore and other places not covered by provincial reports. According to the calculation made in the sixth quinquennial review, over 15 per cent. (if Bangalore is included, over 16 per cent.) of the total domiciled community are at school. Numerical progress has been most marked in Madras and Bombay, the pupils rising by 11.8 and 10.2 per cent. The scheme for the establishment of a training college for Europeans in southern India (in addition to the class at Sanawar, which makes provision for upper India) is being considered. Salaries have been increased and better teachers are employed in consequence. In Madras grants have also been used for the establishment of classes for physical training and domestic economy. A manual training class for teachers was held in Bengal. The Lawrence institutions at Murree and Sanawar have been improved. The Punjab resolution says, "The year has been one of steady progress, and there is no longer any difficulty in obtaining a good education in a hill climate at moderate expense for children of the Anglo-Indian community."

*Muhammadan education.* 41. In April 1913, the Government of India issued a circular containing suggestions on the education of Muhammadans. It was pointed out that this section of the community, while it now held its own in the primary schools, was still backward in the higher grades of instruction. The measures of improvement suggested were that *maktab*s should be encouraged to adopt a secular course, that the teaching of Urdu should be provided where necessary and that special text-books should be framed for semi-secular *maktab*s. It was thought that existing madrassas and Islamia colleges and schools should be improved and new schools established for Muhammadans in suitable localities. The provision of Muhammadan

hostels and the appointment of Muhammadan teachers and inspectors and of a reasonable number of Muhammadans to committees and governing bodies of institutions were also mentioned among other matters requiring attention. These are still under the consideration of some of the Local Governments.

Muhammadan pupils have risen from 1,625,054 in 1912-13 to 1,699,449 or by 4·6 per cent. against an increase of 4·8 per cent. among Hindus. The remarkable increase in the number of Muhammadan girls at school in Madras has already been noticed. Similarly in Bengal the increase among Muhammadan girl pupils was more than four times the increase of the previous year, though the Director observes that the progress made by Muhammadans as a whole is very slight. In Bihar and Orissa there was a slight decline.

It is interesting to find that in several reports mention is made of the readiness of Muhammadans to enter the common schools and of the unpopularity of special institutions. Notwithstanding satisfactory progress in the number of Muhammadan pupils in Madras, schools chiefly intended for this class of the community decreased and their pupils fell off by over 10,000. The Muhammadan high school in Bombay, which offers many advantages, is shunned by those who can afford to send their children to other institutions. The Director in Burma, in answering the question whether Muhammadans are really apathetic in the matter of education, says that their only apathy seems to be in not wishing to send their children to purely Muhammadan schools.

Muhammadans still show hesitation in entering technical schools. The resolution on education in the Punjab quotes the following extract from the presidential address recently delivered at the All-India Muhammadan Educational Conference. "Thirty years ago the cry of the Indian Mussalmans used to be the cry of despondency, that in the matter of English education we have allowed ourselves to lag behind. Thirty or forty years hence I am afraid the burden of our cry would be that we have fallen behind all other communities in the peaceful avocations of manufactures, commerce and industry."

The progress made at the Islamia College, Peshawar, has been mentioned. The Government of India have now made a liberal recurring grant to the Islamia College at Lahore, while the Government of the Punjab has given over 1½ lakh as building grants to Muhammadan high schools and has accorded concessions by way of enhanced scholarships and remission of fees.



## APPENDIX.

Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them.

Province.	Particulars.	1910-11.	1911-12.	1912-13.	1913-14.
		R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)
Madras	Available .	..	57'61 Non-recurring grant. TOTAL . 64'18	57'61 Balance, non-recurring. Recurring grant . 10'00 Non-recurring grant 8'70 TOTAL . 80'84	57'61 Balance, non-recurring. Previous recurring grant. New recurring grant 8'33 New non-recurring grant . 49'00 TOTAL . 124'66
	Spent .	57'61	59'65	79'62	95'26
	Balance .	..	+ 4'53	+ 1'22	+ 29'40
Bombay	Available .	..	66'98 Non-recurring grant. TOTAL . 78'00	66'98 Balance, non-recurring. Recurring grant . 7'75 Non-recurring grant 8'00 TOTAL . 85'75	66'98 Excess in 1912-13 . 4'44 62'54 Previous recurring grant . 7'75 New recurring grant 5'93 New non-recurring grant . 38'75 TOTAL . 114'97
	Spent .	66'98	74'88	90'29	90'60
	Balance .	..	+ 3'12	- 4'44	+ 24'37
Bengal	Available .	..	63'38 Non-recurring grant. TOTAL . 87'88	60'92 Balance, non-recurring. Recurring grant . 12'25 Non-recurring grant 28'00 TOTAL . 120'95	60'92 Balance, non-recurring. Previous recurring grant . 12'25 New recurring grant 13'56 New non-recurring grant . 75'00 TOTAL . 200'27
	Spent .	63'38	68'10	82'41	88'92
	Balance .	..	+ 19'78	+ 38'54	+ 111'35

## APPENDIX.

Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—contd.

Province.	Particulars.	1910-11.	1911-12.	1912-13.	1913-14.
United Provinces	Available	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)
		..	59·24	59·24	59·24
		Non-recurring grant.	15·91	Balance, non-recurring.	7·57
			TOTAL . 75·15	Recurring grant .	8·25
				Non-recurring grant	6·50
	Spent			TOTAL . 81·56	New recurring grant 6·51
		59·24	67·58	75·33	New non-recurring grant . 42·30
		..	+ 7·57	+ 3·23	TOTAL . 119·53
	Balance				81·94
					+ 37·59
Punjab	Available	..	34·99	34·99	34·99
		Non-recurring grant.	9·00	Balance, non-recurring.	5·23
			TOTAL . 43·99	Recurring grant .	4·60
				Non-recurring grant	4·50
				TOTAL . 49·32	New recurring grant 3·81
	Spent				New non-recurring grant . 25·25
		34·99	38·76	49·02	TOTAL . 68·05
		..	+ 5·23	- 60	54·77
	Balance				+ 13·28
Burma	Available	..	24·27	24·27	24·27
		Non-recurring grant.	8·00	Balance, non-recurring.	5·39
			TOTAL . 32·27	Recurring grant .	3·00
				Non-recurring grant	1·50
				TOTAL . 34·16	New recurring grant 3·07
	Spent				New non-recurring grant . 24·25
		24·27	26·83	30·63	TOTAL . 58·12
		..	+ 5·59	+ 3·53	35·86
	Balance				+ 22·26

## APPENDIX.

Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—contd.

Province.	Particulars.	1910-11.	1911-12.	1912-13.	1913-14.
Bihar and Orissa .	Available .	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)
		..	..	27.32	27.32
				Recurring grant . 5.30	Balance . . . 3.04
				Non-recurring grant 3.00	Previous recurring grant. 5.30
				<u>TOTAL</u> . 35.62	
	Spent .	..	27.32	32.58	New recurring grant 5.23
Central Provinces .	Balance .	..	..	+ 3.04	New non-recurring grant . . . 33.78
	Available .	..	24.41		<u>TOTAL</u> . 74.67
			Non-recurring grant. 4.00		
			<u>TOTAL</u> . 28.41		
				Balance, non-recurring. 2.76	Balance, non-recurring. 2.17
	Spent .	24.41	25.65	20.45	Recurring grant . 2.95
Assam .	Balance .	..	+ 2.76	+ 2.17	Previous recurring grant. 2.95
	Available .	..	..		Non-recurring grant 1.50
					<u>TOTAL</u> . 31.62
					New recurring grant 2.69
					New non-recurring grant . . . 17.75
	Spent .	..	11.04		<u>TOTAL</u> . 49.97
	Balance .	..	+ 2.76	+ 2.17	
	Available .	..	..		
					11.04
					Recurring grant . 1.85
					Balance, non-recurring. 2.20
	Spent .	..	11.04	13.69	Non-recurring grant 1.00
	Balance .	..	..	+ 2.0	<u>TOTAL</u> . 13.89
					Previous recurring grant. 1.85
					New recurring grant 1.77
					New non-recurring grant . . . 13.00
	Spent .	..	11.04	13.69	<u>TOTAL</u> . 27.86
	Balance .	..	..	+ 2.0	
					+ 10.52

## APPENDIX.

Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—contd.

Province	Particulars.	1910-11.	1911-12	1912-13.	1913-14.
		R (In lakhs)	R (In lakhs)	R (In lakhs)	R (In lakhs)
North-West Frontier Province	Available .		2.88	2.88	2.88
		Non-recurring grant	.58	Balance, non recurring	.37
				Excess in 1912-13 .	.01
					2.87
		TOTAL .	3.46	Recurring grant	1.06
				Non recurring grant	4.18
				TOTAL	8.49
					New non recurring grant .
					1.00
					TOTAL .
					3.83
	Spent .	2.88	3.09	8.50	5.86
	Balance .		+ .37	— .01	— .23
Coorg	Available .		.43	43	.43.
		Non-recurring grant	.25	Balance, non recurring	14
				Balance, non recurring	.07
		TOTAL .	.68	Recurring grant	.03
				Non-recurring grant	.37
				TOTAL	.97
					TOTAL .
					.64
	Spent .	43	54	.90	.73
	Balance .		+ .14	+ .07	— .09
Delhi	Available .		..	A grant of R1,00,000 was made for St. Stephen's College, Delhi.	
				Recurring grant .	1.45
				Non-recurring grant	.25
				TOTAL .	2.04
	Spent .	..	..	1.45	1.43
	Balance .	..	..	..	+ .61

## APPENDIX

*Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—condensed*

Province	Particulars	1910 11	1911 12	1912 13	1913 14
		R (In lakhs )	R (In lakhs )	R (In lakhs )	R (In lakhs )
Eastern Bengal and Assam	Available		35 90		
			Non recurring grant 11 17		
			TOTAL 47 07		
	Spent	35 90	40 11		
	Balance		+ 6 96		
India	Available		370 09	370 09	370 09
			Non recurring grant 91 00	Balance non recurring 55 86	Balance non recurring 52 47
			TOTAL 461 09	Recurring grant 57 04	Previous recurring grant 57 04
				Non recurring grant 67 25	New recurring grant 50 47
				TOTAL 550 24	New non recurring grant 320 42
	Spent	370 09	400 23	497 77	TOTAL 800 49
	Balance		50 86	52 47	500 11
					300 38

NOTE.—There is a discrepancy between the balances as shown for the provinces in detail and the figure for all India. This is due to the adjustment of grants consequent on the redistribution of territories in 1912. The result is that the all India balance at the end of 1913 14 is short of the addition of the detailed figures by R4 07 000.

The expenditure in Coorg during 1910 11 was reported as R4 000. As this far exceeds any previous expenditure (and even the expenditure in 1911 12) it has been thought better to enter the 1909 10 figure in the first column of figures as being more normal and representative.

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## GENERAL TABLES.

1913-14.

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GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE SEVERAL PROVINCES OF BRITISH INDIA AT THE END OF THE OFFICIAL YEAR 1913-14.

(For details see General Table III.)

AREA AND POPULATION			Particulars	PUBLIC INSTRUCTION						PRIVATE INSTITUTIONS						EDUCATION						
Number of Towns* and Villages				Population			UNIVERSITY EDUCATION			SCHOOL EDUCATION, GENERAL			PRIVATE INSTITUTIONS			EDUCATION			TOWNS OR TOWNS AND VILLAGES SERVED BY PUBLIC INSTITUTIONS			
Total Area in Square Miles				Arts Colleges		Degree Colleges		Secondary Schools		Primary Schools		Secondary Schools		Primary Schools		TOWNS		VILLAGES				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
Towns * . 1,596	Males . 130,302,158	Villages 569,761																				
			Institutions																			
			Towns	138	44	8,279	116,650	122,929	616	5,638	129,305	2,763	34,370	37,083	166,998	44	34	-	-			
			Villages	11	3	570	14,722	15,292	88	869	16,253	21	2,061	2,082	18,335	352	312	-	..			
			TOTAL	149	47	6,849	131,972	158,221	704	6,497	145,018	2,784	36,061	39,715	165,338	39	31	..				
			Scholars																			
			Males	36,836	7,946	991,794	4,809,405	5,601,190	14,906	160,703	5,823,292	57,693	534,015	562,613	6,415,905	-	29 8	32 8				
			Females	365	117	79,318	609,296	985,454	1,881	28,009	1,019,044	2,534	80,164	82,698	1,102,942	..	54	59				
			TOTAL	255,164,821																		
			TOTAL	39,189	8,065	1,071,112	5,618,671	6,459,783	16,487	189,312	6,842,836	60,1232	615,079	675,311	7,518,147	-	179	196				

1,87,696

\* All places containing 6,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

† The population of school going age is taken at 15 per cent of the whole population.

## ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL	
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL		SCHOOL EDUCATION, SPECIAL.		Total.		
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.			
1	2	3	4	5	6	7	8	9	
1 Institutions { For Males	R 56,96,108	R 26,79,380	R 2,23,89,638	R 2,22,21,410	R 20,02,887	R 37,69,418	R 5,87,58,841	R 21,21,658	
For Females	78,162	23,936	33,21,372	33,80,544	4,50,117	2,39,557	74,93,688		
TOTAL .	57,74,270	27,03,316	2,57,11,010	2,56,01,954	24,53,004	40,08,975	6,62,52,529	21,21,658	
2. (a) Percentages of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction	5.95	5.49	15.17	15.81	5.33	5.13	52.88	2.16	
(b) Percentages of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction	-17	-04	8.98	60.84	1.86	1.62	73.51		
(c) Percentages of Municipal expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction	-84	-07	21.75	54.06	-36	2.77	79.85	..	
(d) Percentages of total expenditure in columns 2-17 to total expenditure on Public Instruction	5.76	2.70	25.65	25.54	2.45	4.00	66.10	2.12	

TABLE II.

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1913-14.

General Table IV )

INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.									
Direction	Inspection	Scholarships	Buildings	Special Grants for furniture and apparatus	Miscellaneous	Total	Total Expenditure on Public Instruction		
10	11	12	13	14	15	16	17	18	
R	R	R	R	R	R	R	R		
8,27,821	45,17,949	15,88 451	1,36,67,145	23,46,530	89,01 794	3,39,71,348	10,02 23 877	{ For Males for Females } 1 Institutions	
8 27,821	45,17,949	15,88 451	1,36,67,145	23,46,530	89,01,794	3 39,71 348	10,02,23 877	TOTAL	
2 27	11 57	2 41	20 45	4 21	4 05	47 12	100	(a) Percentages of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	
1 25	1 89	19 26	2 07	2 02	26 49	100	(b) Percentages of Local Fund expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction		
34	1 03	15 33	1 18	2 27	20 15	100	(c) Percentages of Municipal expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction		
82	4 51	1 58	13 65	2 34	8 88	33 90	100	(d) Percentages of total expenditure in columns 2-17 to total expenditure on Public Instruction	

## ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

	1	TOTAL DIRECT EXPENDITURE			
		UNIVERSITY EDUCATION		SCHOOL EDUCATION, GENERAL	
		Arts Colleges	Colleges for Professional Training	Secondary Schools	Primary Schools
	2	3	4	5	
	R a p	R a p	R a p	R a p	
3 Average annual cost of educating each pupil in—					
Government Institutions					
	{ Cost to Provincial Revenues	174 2 8	287 2 4	21 6 5	9 5 10
		0 10 11	1 4 0	0 6 9	0 0 5
	TOTAL COST	258 10 5	373 4 4	43 7 8	9 15 1
Local Fund and Municipal Board Schools					
	{ Cost to Provincial Revenues	4 15 11		0 9 1	1 6 6
		11 13 1		6 7 11	4 1 6
	TOTAL COST	100 1 1	78 7 1	13 2 3	5 15 9
Institutions in Native States					
	{ Cost to Native States Revenues	154 12 8		18 4 11	4 6 1
				0 10 7	0 7 4
	TOTAL COST	19 15 11		30 7 3	5 4 9
Aided Institutions					
	{ Cost to Provincial Revenues	33 0 10	123 14 9	6 7 4	0 10 3
		2 4 4		1 11 4	1 1 7
	TOTAL COST	139 7 2	226 9 5	28 0 0	4 3 3
Unaided Institutions					
	TOTAL COST	71 4 4	82 8 11	19 0 2	2 6 2
All Institutions					
	{ Cost to Provincial Revenues	56 10 3	245 8 0	5 6 1	1 1 6
		1 7 5	1 0 11	2 1 5	2 1 7
	TOTAL COST	150 13 3	331 7 10	25 0 4	4 13 10

TABLE II—*contd.*SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1913-14—*contd*

General Table IV)

ON PUBLIC INSTRUCTION		1			
SCHOOL EDUCATION, SPECIAL		TOTAL		—	
Training Schools	All other Special Schools				
6	7	8		9	
R a p	R a p	R a p			
		3 Average annual cost of educating each pupil in—			
149 3 6	110 10 5	45 4 11	Cost to Provincial Revenues	}	
6 7 7	1 0 8	0 11 3	Cost to Local and Municipal funds	Government Institutions	
158 2 10	123 7 9	63 15 0	TOTAL COST		
4 0 7	8 7 0	1 5 7	Cost to Provincial Revenues	}	
95 2 11	35 14 3	4 6 11	Cost to Local and Municipal funds,	Local and Municipal Board Schools	
91 3 8	54 12 1	6 12 4	TOTAL COST		
185 6 1	35 14 10	6 2 6	Cost to Native States Revenues	}	
		0 7 6	Cost to Local and Municipal funds	Institutions in Native States	
102 1 2	37 12 11	8 2 4	TOTAL COST		
106 9 8	3 9 2	2 2 3	Cost to Provincial Revenues	}	
0 8 0	1 13 8	1 3 9	Cost to Local and Municipal funds	Aided Institution	
177 12 2	14 3 5	9 5 0	TOTAL COST		
64 7 4	11 8 10	9 6 2	TOTAL COST	Unaided Institutions	
120 5 9	10 8 5	2 15 3	Cost to Provincial Revenues	}	
17 14 4	1 15 1	2 2 0	Cost to Local and Municipal funds	All Institutions	
151 13 7	22 9 1	10 2 4	TOTAL COST		

## Colleges, Schools and Scholars in the several Provinces of

CLASS AND INSTITUTIONS	PUBLIC IN					
	UNDER PUBLIC					
	Managed by Government.			Managed by Local Funds		
	Number of Institutions	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of Scholars on the rolls on 31st March
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
Arts Colleges						
English Oriental	25	8,611 382	8,408 364	7,653 265	4 1	485 26
Colleges for Professional Training.						
Law	10	2,841	2,860	2,112		
Medicine	4	1,676	1,667	1,533		
Engineering	4	1,211	1,235	1,078		
Teaching	9	654	656	629		
Agriculture	3	156	184	165		
Veterinary	1	172	175	174		
Commercial	1	92	96	77		
TOTAL	59	15,705	15,670	13,786	6	519
SCHOOL EDUCATION, GENERAL.						
Secondary Schools						
For Boys—						
High Schools	230	72,186	70,323	61,612	56	20,913
Middle Schools	English	11,900	12,224	10,736	315	48,070
	Vernacular	7,295	6,545	5,775	877	131,684
For Girls—						
High Schools	18	2,970	2,916	2,391		
Middle Schools	English	715	668	625	2	132
	Vernacular	26	2,502	2,466	1,586	1,917
TOTAL	421	97,557	95,142	82,915	1,264	192,916
Primary Schools						
For Boys	540	28,039	27,125	23,583	82,213	1,966,743
For Girls	579	45,692	43,966	31,271	2,360	121,698
TOTAL	1,119	73,731	70,491	52,854	34,573	2,088,336
SCHOOL EDUCATION, SPECIAL.						
Training Schools for Master-Servants	328	11,005	10,688	9,788	251	2,249
Training Schools for Mistresses	29	861	855	753	3	31
Schools of Art	5	1,286	1,270	1,047		
Law Schools	1	1	1	16		
Medical Schools	11	1,962	1,933	1,812		
Engineering and Surveying Schools	7	575	619	565		
Technical and Industrial Schools	26	1,575	1,520	1,290	40	2,354
Commercial Schools	3	350	410	363	1	101
Agricultural Schools	..					
Reformatory Schools	7	1,202	1,201	1,059		
Other schools	77	5,709	5,584	4,498	8	364
TOTAL	494	24,541	24,096	21,180	303	5,090
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2,098	211,624	205,399	170,735	36,146	2,236,870

TABLE III.

British India for the official year 1913-14.

INSTITUTIONS.							CLASS OF INSTITUTIONS.
MANAGEMENT.							
and Municipal Boards.		Maintained by Native States.					
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Schools on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.		
8	9	10	11	12	13		1
506 26	456 22	3	640	568	505	English, Oriental.	UNIVERSITY EDUCATION.
9	8	..	..	..	..	Law, Medicine, Engineering, Teaching, Agriculture, Veterinary.	Arts Colleges.
..	..	..	..	..	..		Colleges for Professional Training
..	..	..	..	..	..		
..	..	..	..	..	..		
..	..	..	..	..	..		
541	484	8	640	568	505	TOTAL	
20,688 45,569 117,688	18,659 40,596 95,586	86 140 15	9,660 9,527 1,419	9,201 8,925 1,298	7,771 7,589 999	High Schools, English Vernacular } Middle Schools.	SCHOOL EDUCATION, GENERAL.
..	..	..	..	..	..		
..	..	..	..	..	..		
..	..	..	..	..	..		
..	..	..	..	..	..		
123 1,805	80 1,419	1 3	308 128	278 118	203 91	High Schools, English Vernacular } Middle Schools.	Secondary Schools.
186,173	156,440	195	20,942	19,828	16,653	TOTAL	
1,877,889 114,730	1,477,521 84,230	5,110 202	102,394 23,660	166,188 23,064	140,647 15,389	For Boys. For Girls.	Primary Schools
1,902,619	1,561,750	3,411	216,054	209,250	156,036	TOTAL	
2,208 35	2,134 28	3 1	89 43	81 37	75 35	Training Schools for Masters. Training Schools for Mistresses. Schools of Art.	SCHOOL EDUCATION, SPECIAL.
..	..	..	..	..	..	Law Schools. Medical Schools.	
..	..	..	..	..	..	Engineering and Surveying Schools.	
..	..	..	..	..	..	Technical and Industrial Schools.	
..	..	..	..	..	..	Commercial Schools.	
..	..	..	..	..	..	Agricultural Schools.	
..	..	..	..	..	..	Reformatory Schools.	
..	..	..	..	..	..	Other Schools.	
4,847	4,242	29	1,056	970	865	TOTAL	
2,184,180	1,722,916	3,638	233,692	230,608	173,859	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	

## Colleges, Schools and Scholars in the several Provinces

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.							
	UNDER PRIVATE MANAGEMENT.							
	Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	14	15	16	17	18	19	20	21
<b>UNIVERSITY EDUCATION.</b>								
<i>Arts Colleges.</i>								
English	68	18,612	18,283	16,299	25	9,172	8,959	7,588
Oriental	19	1,120	1,017	809	2	141	153	96
<i>Colleges for Professional Training.</i>								
LAW	1	132	129	109	9	1,074	1,074	796
Medicine		..	..	..				
Engineering		..	..	..				
Teaching	3	47	43	42	1	2	2	2
Agriculture		..	..	..				
Veterinary		..	..	..				
Commercial		..	..	..				
<b>TOTAL</b>	<b>91</b>	<b>19,911</b>	<b>19,472</b>	<b>17,259</b>	<b>37</b>	<b>10,389</b>	<b>10,188</b>	<b>8,482</b>
<b>SCHOOL EDUCATION, GENERAL.</b>								
<i>Secondary Schools.</i>								
For Boys—								
High Schools	673	211,846	204,447	193,779	364	132,074	122,822	102,261
Middle Schools	1,422	109,813	161,254	134,334	718	78,145	72,401	58,103
	1,223	90,193	88,606	83,523	71	5,269	4,972	4,046
For Girls—								
High Schools	130	17,005	16,693	14,458	8	930	891	781
Middle Schools	184	17,906	17,158	14,996	13	710	674	574
	160	17,049	16,373	14,084	3	176	183	134
<b>TOTAL</b>	<b>3,792</b>	<b>542,383</b>	<b>524,471</b>	<b>455,156</b>	<b>1,177</b>	<b>217,314</b>	<b>201,927</b>	<b>165,919</b>
<i>Primary Schools.</i>								
For Boys	66,431	2,407,475	2,310,158	1,927,511	14,347	379,265	343,413	289,453
For Girls	9,797	313,093	298,182	236,737	1,694	40,717	37,474	30,380
<b>TOTAL</b>	<b>76,228</b>	<b>2,720,568</b>	<b>2,608,340</b>	<b>2,166,248</b>	<b>16,041</b>	<b>419,982</b>	<b>380,017</b>	<b>310,813</b>
<b>SCHOOL EDUCATION, SPECIAL.</b>								
Training Schools for Masters	29	1,211	1,266	1,168	5	122	121	112
Training Schools for Mistresses	50	818	824	779	5	38	41	40
Schools of Art	1	75	83	43	3	34	34	27
Law Schools					1	14	14	8
Medical Schools	8	212	210	205	10	1,544	1,395	1,206
Engineering and Surveying Schools	7	131	141	130	5	95	95	78
Technical and Industrial Schools	144	7,566	6,279	5,327	21	851	832	705
Commercial Schools	14	318	316	260	58	2,029	1,329	1,053
Agricultural Schools	1	11	11	11				
Reformatory Schools								
Other Schools	4,583	127,800	121,368	101,203	1,453	32,196	29,514	24,945
<b>TOTAL</b>	<b>4,812</b>	<b>198,182</b>	<b>130,506</b>	<b>109,327</b>	<b>1,563</b>	<b>36,921</b>	<b>33,366</b>	<b>28,174</b>
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.</b>	<b>84,923</b>	<b>3,421,044</b>	<b>3,282,789</b>	<b>2,747,990</b>	<b>18,818</b>	<b>681,606</b>	<b>626,398</b>	<b>522,408</b>

## PRIVATE INSTITUTIONS.

1. ADVANCED TEACHING—
  - (a) Arabic or Persian
  - (b) Sanskrit
  - (c) Any other Oriental Classic
2. ELEMENTARY TEACHING—
  - (a) A vernacular only or mainly { For Boys
  - (b) The Koran only { For Girls
  - (c) Boys
3. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS. { For Girls

TOTAL

GRAND TOTAL

TABLE III—*contd*

*of British India for the official year 1913-14*—contd.

*Number of Scholars on 31st March 1914 in the several Provinces*

	Europeans and Anglo- Indians.	Indian Christians.	HINDUS.			Muhamma- dans.	Buddhists.	Parsis.	Others.	TOTAL.
			Brahmans	Non- Brahmans.						
UNIVERSITY EDUCATION										
Arts Colleges										
English	166 86	966 100	13,380 50	17,668 75	3,788 4	358 1	442 29	390 8	27,167 253	
Oriental	1 ..	1 ..	1,096 ..	102 ..	456 ..	..	..	11 ..	1,669 ..	
COLLEGES FOR PROFESSIONAL TRAINING										
Law	7 ..	48 ..	1,617 1	1,991 1	347 ..	1 ..	35 ..	8 ..	4,054 1	
Medicine	121 20	65 21	412 4	818 9	54 1	3 ..	118 12	21 2	1,607 69	
Engineering	122 ..	28 ..	494 ..	480 ..	54 ..	2 ..	30 ..	1 ..	1,211 ..	
Teaching	15 33	28 13	234 ..	223 1	118 ..	2 ..	.. ..	36 ..	656 47	
Commercial	1 ..	44 ..	39 ..	1 ..	.. ..	.. ..	8 ..	.. ..	92 ..	
Agriculture	2 ..	8 ..	51 ..	59 ..	21 ..	.. ..	8 ..	7 ..	156 ..	
Veterinary	.. ..	.. ..	2 ..	18 ..	112 ..	.. ..	.. ..	40 ..	172 ..	
	TOTAL	572	1,279	17,386	21,484	4,956	367	677	533	47,254
SCHOOL EDUCATION, GENERAL										
SECONDARY SCHOOLS										
For Boys										
High Schools	9,906 654	14,300 582	116,638 206	217,583 182	82,135 12	10,487 230	4,421 106	7,505 122	484,065 2,094	
Middle Schools—										
English	4,106 1,513	10,398 1,466	55,117 201	149,224 498	78,216 83	8,242 341	1,051 178	5,674 107	312,028 4,457	
Vernacular	13 3	3,800 1,253	26,892 1,4	87,654 560	39,400 393	45,109 15,662	4 ..	5,023 41	207,894 18,066	
For Girls										
High Schools	1,430 7,212	207 4,440	108 1,370	136 3,227	20 236	237 456	49 1,341	134 707	2,321 18,991	
Middle Schools—										
English	1,506 5,000	402 7,293	49 753	115 2,665	28 272	406 416	33 352	40 270	2,570 17,021	
Vernacular	8 13	145 2,500	21 2,253	101 8,553	83 1,501	2,563 3,100	.. ..	.. 787	2,916 16,709	
	TOTAL	30,449	46,786	205,812	470,601	202,379	87,249	7,537	20,399	1,071,112
PRIMARY SCHOOLS.										
For Boys										
For Boys	1,765 31,479	65,291 45,100	462,920 204,771	2,798,417 45,577	950,802 45,577	126,185 45,300	3,605 5,568	150,137 8,463	4,588,597 5,568	
For Girls	671 1,263	2,201 25,006	915 82,252	5,240 275,412	2,577 100,262	8,578 15,348	467 2,941	150 8,463	20,808 5,568	
	TOTAL	4,635	163,977	598,578	3,236,849	1,108,218	196,411	8,097	164,306	5,518,071

TABLE III-A.

of British India, classified according to sex, race, or creed.

	Europeans and Anglo-Indians.	Indian Christians	HINDUS		Muhamma-dans.	Buddhists.	Parsis.	Others	TOTAL
			Brahmans	Non-Brahmans					
<b>SCHOOL EDUCATION, SPECIAL.</b>									
Training Schools	6 { Male Female 171	1,311 897	4,041 270	6,030 332	2,663 177	312 22	10	243 22	14,600 1,881
Schools of Art	8 { Male Female 17	89 4	299 1	643 3	240	3	40 17	31 2	1,353 44
Law Schools	2 { Male Female ..	1 ..	4 ..	12 ..	4	5	..	..	28
Medical Schools	9 { Male Female 21	54 161	971 7	1,895 19	510 13	2	10 ..	56 ..	2,507 211
Engineering and Surveying Schools	155 { Male Female ..	9 ..	117 ..	390 ..	80	42	..	26	819
Technical and Industrial Schools	297 { Male Female 1,103	1,830 1,460	825 31	3,396 393	2,658 73	14 150	150 1	307 14	9,546 3,205
Commercial Schools	87 { Male Female 101	188 24	693 ..	1,074 2	196	77	327 3	30 1	2,667 131
Agricultural Schools	11 { Male Female ..	..	..	..	..	..	..	..	11
Reformatory Schools	1 { Male Female ..	83 ..	40 ..	638 ..	361	87	..	42	1,202
Other Schools	55 { Male Female 51	271 153	17,788 164	13,741 950	106,394 25,578	3,084 110	91 9	146 3	141,570 25,018
<b>TOTAL</b>	<b>2,084</b>	<b>6,490</b>	<b>25,251</b>	<b>29,518</b>	<b>196,927</b>	<b>3,888</b>	<b>658</b>	<b>983</b>	<b>205,790</b>
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.</b>	<b>37,740</b>	<b>208,532</b>	<b>842,027</b>	<b>3,808,352</b>	<b>1,452,480</b>	<b>280,915</b>	<b>17,569</b>	<b>186,221</b>	<b>6,842,836</b>
<b>PRIVATE INSTITUTIONS.</b>									
<b>ADVANCED TEACHING</b>									
(a) Arabic or Persian	4 { Male Female ..	108 ..	928 5	84,801 1,402	..	30	..	..	85,871 1,407
(b) Sanskrit	27 { Male Female ..	18,200 277	3,181 345	..	4	..	..	64	21,476 622
(c) Any other Oriental Classic	18 { Male Female ..	272 352	..	16	..	45	..	..	351 505
<b>ELEMENTARY TEACHING</b>									
A Vernacular only or mainly—									
For Boys	3,957 { Male Female ..	16,365 709	134,491 779	6,008 ..	20,217 984	168,590 1,308	66 11	8,615 119	347,310 9,918
For Girls	27 { Male Female ..	801	1,365 955	4,456 ..	183 1,090	153 770	3 59	46 823	1,854 9,560
<b>ELEMENTARY TEACHING.</b>									
The Koran only—									
For Boys	588 { Male Female ..	670 ..	116,037 27	..	..	..	28	..	117,323 28,186
For Girls	120 { Male Female ..	491 ..	4,830 25,269	..	..	..	..	270	4,830 26,150
<b>OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.</b>									
For Boys	1,783 { Male Female ..	8,207 183	37,886 1,681	12,477 321	1,697 27	3+	1,410 18	4	63,494 2,588
For Girls	83 { Male Female ..	546 ..	2 522	1,765 610	4 284	65 ..	..	47	104 3,812
<b>TOTAL</b>	<b>69</b>	<b>8,208</b>	<b>46,390</b>	<b>103,918</b>	<b>246,960</b>	<b>172,903</b>	<b>419</b>	<b>6,420</b>	<b>675,311</b>
<b>GRAND TOTAL</b>	<b>37,809</b>	<b>216,740</b>	<b>885,426</b>	<b>4,002,270</b>	<b>1,690,440</b>	<b>462,818</b>	<b>17,988</b>	<b>192,647</b>	<b>7,618,147</b>

## Number of European Colleges, Schools and Scholars in the several Provinces

PUBLIC

## MANAGED BY GOVERNMENT.

## CLASS OF INSTITUTIONS.

	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5
<b>UNIVERSITY EDUCATION.</b>				
<i>Arts Colleges.</i>				
English . . . . .	..	..	..	..
<i>Colleges for Professional Training.</i>				
Teaching . . . . .	1	14	16	16
	<b>TOTAL</b>	<b>1</b>	<b>14</b>	<b>16</b>
<b>SCHOOL EDUCATION, GENERAL</b>				
<i>Secondary Schools</i>				
For Boys—				
High Schools . . . . .	5	1,093	1,061	982
Middle Schools, English . . . . .				..
For Girls—				
High Schools . . . . .	4	599	636	564
Middle Schools, English . . . . .	1	44	35	32
	<b>TOTAL</b>	<b>10</b>	<b>1,735</b>	<b>1,732</b>
<i>Primary Schools</i>				
For Boys . . . . .	..	..	..	..
For Girls . . . . .	..	..	..	..
	<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>
<b>SCHOOL EDUCATION, SPECIAL</b>				
Training Schools for Mistresses . . . . .	1	12	19	19
Schools of Art . . . . .	..	..	..	..
Engineering and Surveying Schools . . . . .	1	6	5	5
Technical and Industrial Schools . . . . .	..	..	..	..
Commercial Schools . . . . .	..	..	..	..
Other Schools . . . . .	..	..	..	..
	<b>TOTAL</b>	<b>2</b>	<b>18</b>	<b>24</b>
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION</b>	<b>13</b>	<b>1,770</b>	<b>1,772</b>	<b>1,618</b>

TABLE III-B

*of British India for the official year 1913-14*

## Number of European Colleges, Schools, and Scholars in the several Provinces

CLASS OF INSTITUTIONS	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language	A Vernacular Language		
1	16	17	18	19	20
UNIVERSITY EDUCATION					
Arts Colleges					
English . . . . .	50	28	..	..	..
Colleges for Professional Training					
Teaching . . . . .	46	32	17	..	..
TOTAL . . . . .	96	60	17	..	..
SCHOOL EDUCATION, GENERAL					
Secondary Schools					
For Boys—					
High Schools . . . . .	9,589	3,667	5,162	671	..
Middle Schools, English . . . . .	5,059	305	1,932	1,518	..
For Girls—					
High Schools . . . . .	9,389	2,925	1,315	..	1,611
Middle Schools, English . . . . .	6,638	517	1,287	..	1,518
TOTAL . . . . .	30,575	7,414	9,666	2,189	3,129
Primary Schools					
For Boys . . . . .	2,584	171	514	941	..
For Girls . . . . .	1,932	269	102	..	694
TOTAL . . . . .	4,516	440	616	941	694
SCHOOL EDUCATION, SPECIAL					
Training Schools for Mistresses . . . . .	54	..	..	..	..
Schools of Art . . . . .	..	..	..	..	..
Engineering and Surveying Schools . . . . .	132	..	16	..	..
Technical and Industrial Schools . . . . .	1,158	..	15	10	3
Commercial Schools . . . . .	69	..	..	..	3
Other Schools . . . . .	102	..	..	..	6
TOTAL . . . . .	1,615	..	31	10	12
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	36,702	7,914	10,360	3,140	3,835
PRIVATE INSTITUTIONS					
Other Schools not conforming to Departmental Standards—					
For Boys . . . . .	..	..	..	..	..
For Girls . . . . .	69	..	..	..	33
TOTAL . . . . .	69	..	..	..	33
GRAND TOTAL . . . . .	36,771	7,914	10,360	3,140	3,868

TABLE III-B—*contd.*of British India for the year 1913-14—*contd.*

CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.								CLASS OF INSTITUTIONS
Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammads.	Buddhists	Paras	Others	
		Brahmans	Non-Brahmans	25	26	27	28	
21	22	23	24					1
48	1	1	..	..	..	..	..	UNIVERSITY EDUCATION.
46	.	..	..	..	..	..	..	<i>Arts Colleges.</i>
94	1	1	..	..	..	..	..	<i>English Colleges for Professional Training.</i>
8,939	120	39	81	97	70	136	108	Teaching
4,759	91	39	5	27	15	20	146	<b>TOTAL.</b>
8,479	236	115	19	31	90	112	307	SCHOOL EDUCATION, GENERAL.
6,209	86	63	1	22	21	103	33	<i>Secondary Schools</i>
28,386	533	256	106	177	196	371	594	For Boys—
2,427	62	17	2	3	21	44	8	High Schools
1,832	31	15	4	..	2	42	6	Middle Schools, English
4,259	93	32	6	3	23	86	14	For Girls—
54	..	..	..	..	..	..	..	High Schools
5	..	..	..	..	..	..	..	Middle Schools, English
132	..	..	..	..	..	..	..	<b>TOTAL.</b>
1,323	35	7	12	..	..	2	19	SCHOOL EDUCATION, SPECIAL.
87	..	..	..	..	..	..	..	Training Schools for Mistresses
87	9	2	..	..	..	3	1	Schools of Art
1,688	44	9	12	..	..	5	20	Engineering and Surveying Schools
34,427	671	298	124	180	219	462	628	Technical and Industrial Schools
..	..	..	..	..	..	..	..	Commercial Schools
..	..	..	..	..	..	..	..	Other Schools
69	..	..	..	..	..	..	..	<b>TOTAL.</b>
69	..	..	..	..	..	..	..	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.
..	..	..	..	..	..	..	..	PRIVATE INSTITUTIONS.
..	..	..	..	..	..	..	..	Other Schools not conforming to Departmental Standards—
..	..	..	..	..	..	..	..	For Boys.
..	..	..	..	..	..	..	..	For Girls.
628	628	628	628	628	628	628	628	<b>TOTAL.</b>
34,496	671	298	124	180	219	462	628	<b>GRAND TOTAL.</b>

## Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
1	2	3	4	5	6	7	8
PROVINCIAL REVENUES.	LOCAL FUNDS.	MUNICIPAL FUNDS.	FEES.	SUBSCRIPTIONS.	ENDOWMENTS AND OTHER SOURCES.		TOTAL.
UNIVERSITY EDUCATION.							
Arts Colleges.							
English Oriental	16,07,842 19,045	..	6,000	7,04,848	1,551	28,400 300	23,48,841 20,245
Colleges for Professional Training.							
LAW	28,891	..		2,16,096	..	1,939	2,46,925
Medicine	5,54,356	4,276	2,507	2,01,584	..	5,737	7,65,450
Engineering	7,74,150	..	..	67,596	..	13,700	8,55,506
Teaching	3,82,698	1,891	138	100	..	5,911	3,90,785
Agriculture	1,92,419	..		12,688	..	..	2,05,055
Veterinary	47,489	..		8,387	..	44,094	99,040
Commercial	505	..		7,686	..	..	8,191
TOTAL	35,08,503	5,987	8,645	12,18,882	1,551	1,00,141	48,45,689
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys—							
High Schools	14,56,743	2,957	32,051	17,36,102	4,029	44,827	32,77,108
Middle Schools	{ English 21,17,488 Vernacular 1,09,424	18 609	3,881	1,76,494 14,108	1,025 194	8,815	4,07,816 1,24,835
For Girls—							
High Schools	1,03,086	..	..	48,085	300	10,473	2,60,044
Middle Schools	{ English 25,189 Vernacular 34,367	..	72	5,728 1,166	188 324	10 ..	31,118 35,929
TOTAL	20,86,297	3,579	36,404	19,81,081	6,660	72,125	41,93,746
Primary Schools.							
For Boys	2,45,547	430	96	20,114	26	7,659	2,95,873
For Girls	3,94,580	657	518	7,578	1,485	1,887	4,06,905
TOTAL	6,60,227	1,087	614	27,792	1,511	9,546	7,00,777
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters	15,00,850	56,652	5,824	19,513	407	6,169	15,89,415
Training Schools for Mistresses	2,11,568	8,378	3,840	213	1,445	10,978	2,34,481
Schools of Art	2,12,194	..	..	21,620	..	11,335	2,44,035
Law Schools	3,991	..	..	2,009	..	..	5,000
Medical Schools	3,16,120	3,564	..	40,231	..	7,944	3,67,858
Mining and Surveying Schools	1,86,162	..	..	20,906	501	2,999	2,10,565
Technical and Industrial Schools	2,25,151	4,493	..	7,575	906	18,681	2,56,806
Commercial Schools	29,956	..	..	11,548	..	80	40,884
Agricultural Schools	1,725	792	..	..	..	..	2,517
Reformatory Schools	2,35,816	..	1,348	..	..	9,783	2,43,966
Other Schools	1,80,106	60	2,800	49,172	..	18,087	2,50,174
TOTAL	31,07,440	73,939	13,821	1,72,786	2,359	86,016	34,51,267
Buildings, Furniture and Apparatus (special grants only)	43,05,345 5,09,889	66 370	..	882 8,702	3,500 42,383	29,212 24,516	43,86,006 5,85,840
TOTAL	48,12,824	486	..	9,584	45,863	53,723	49,21,945
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,61,18,707	86,008	59,484	34,10,725	58,944	3,21,556	1,80,54,824

TABLE IV.

of British India for the official year 1913-14.

## INSTITUTIONS.

## MANAGEMENT.

Managed by Local Funds and Municipal Boards.							OBJECTS OF EXPENDITURE
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL	
9	10	11	12	13	14	15	
R	R	R	R	R	R	R	UNIVERSITY EDUCATION.
2,657	6,282	4	42,283	..	2,011	46,935 6,282	Arts Colleges.
..	..	..	706	..	..	706	Colleges for Professional Training
..	..	..	..	..	..	..	Law
..	..	..	..	..	..	..	Medicine
..	..	..	..	..	..	..	Engineering
..	..	..	..	..	..	..	Teaching
..	..	..	..	..	..	..	Agriculture
..	..	..	..	..	..	..	Veterinary
..	..	..	..	..	..	..	Commercial
2,657	6,282	4	42,989	..	2,011	53,943	TOTAL
							SCHOOL EDUCATION, GENERAL
							Secondary Schools
64,529	12,537	45,852	4,20,815	..	3,050	54,792	For Boys—
40,393	97,444	1,75,781	4,74,190	10,342	5,087	8,04,241	Hindi Schools
..	7,71,086	73,244	2,10,361	6,021	1,441	10,64,153	English
							Vernacular } Middle Schools
1,033	..	4,541	..	..	..	..	For Girls—
293	5,710	20,806	244	..	..	..	Hindi Schools.
					61	..	English
1,03,250	8,88,777	3,20,226	11,05,698	16,363	9,648	24,45,902	TOTAL
							Primary Schools.
26,90,652	61,66,270	12,51,089	8,88,248	33,545	28,970	1,00,08,781	For Boys—
1,71,179	4,14,395	3,20,997	6,333	2,268	2,185	9,23,567	For Girls—
28,01,831	65,80,665	15,81,086	8,93,581	35,813	31,164	1,19,24,140	TOTAL
							SCHOOL EDUCATION, SPECIA.
7,500	2,06,848	2,134	26	..	2	2,19,510	Training Schools for Maids
1,561	36	1,283	..	..	..	2,560	Training Schools for Mistresses
							Schools of Art
							..
							Medical Schools
17,302	64,800	24,904	5,65	318	19,976	1,43,054	Engineering and Surveying schools
849	840	840	870	..	..	2,668	Technical and Industrial schools
							Commercial Schools
							Agricultural Schools
3,841	297	2,602	215	25	..	..	Reformatory Schools
							Other Schools
31,033	2,74,981	31,833	6,874	343	19,978	3,65,082	TOTAL
1,14,087	26,50,419	5,42,413	207	48,294	10,083	33,65,503	Buildings.
72,641	2,59,742	34,963	1,266	6,496	1,524	3,75,632	Furniture and Apparatus (pecial grants only).
1,86,728	29,09,161	5,77,376	1,473	54,790	11,607	37,41,135	TOTAL
31,27,499	1,06,59,866	25,10,545	20,50,615	1,07,300	74,408	1,85,30,242	TOTAL EXPENDITURE ON PUBLIC INSTITUTION.

## Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC MANAGEMENT.						
	Managed by Native States.						
	Native States Revenues	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees	Subscriptions.	Endowments and other sources.	TOTAL
	16	17	18	19	20	21	22
1							
UNIVERSITY EDUCATION.							
Arts Colleges.							
English Oriental	87,921	..	..	22,041	..	1,363	1,11,325
Colleges for Professional Training.							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..
TOTAL	87,921	..	..	22,041	..	1,363	1,11,325
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys—							
High Schools	2,14,445	3,228	..	1,14,532	2,165	32,898	3,67,283
Middle Schools	1,29,590	2,121	6,719	55,766	10,040	1,600	2,15,76
	9,534	531	480	418	10	..	10,973
For Girls—							
High Schools	4,692	..	..	..	68	132	4,692
Middle Schools	4,664	..	..	..	..	58	1,622
TOTAL	3,62,825	5,880	7,210	1,70,716	25,203	34,692	6,01,535
Primary Schools.							
For Boys							
For Girls	7,02,917	82,489	5,822	52,162	15,500	24,531	9,73,421
	1,23,559	5,574	1,389	41	2,430	1,724	1,34,817
TOTAL	9,16,576	88,063	7,211	52,203	17,930	26,255	11,48,238
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters							
Training Schools for Mistresses	14,168	..	..	275	..	..	14,447
Schools of Art	7,707	..	..	..	..	618	8,325
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	23,135	..	..	..	..	..	..
Orphanage Schools	..	..	..	21	..	422	23,578
Agricultural Schools	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..
Other Schools	7,476	..	..	371	153	634	8,634
TOTAL	52,486	..	..	667	153	1,674	54,980
Buildings							
Furniture and Apparatus (special grants only)	1,62,833	140	..	441	5,766	..	1,66,692
	20,081	251	1,616	1,008	1,588	2/	23,169
TOTAL	1,82,414	400	1,616	2,052	7,352	27	1,93,861
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	16,02,925	94,843	16,046	2,47,679	47,638	64,011	20,71,939

TABLE IV—*contd.*of British India for the official year 1913-14—*contd.*INSTITUTIONS—*contd.*

UNDER PRIVATE MANAGEMENT.							OBJECTS OF EXPENDITURE
Aided by Government or by Local or Municipal Boards.							
Provincial Revenues.	Local Funds	Municipal Funds.	Fees.	Subscriptions	Endowments and other sources.	TOTAL	
23	24	25	26	27	28	29	
R	R	R	R	R	R	R	
5,00,512 57,439	18,050 96	25,223 410	12,62,607 338	1,05,474 11,191	6,18,214 11,827	26,30,080 61,301	1
							UNIVERSITY EDUCATION.
							<i>Arts Colleges.</i>
6,00,512 57,439	18,050 96	25,223 410	12,62,607 338	1,05,474 11,191	6,18,214 11,827	26,30,080 61,301	English, Oriental.
							<i>Colleges for Professional Training</i>
4,000	..	..	9,728	..	..	13,728	Law, Medicine, Engineering, Teaching Agriculture, Veterinary.
..	..	..	..	..	..	..	
17,315	..	..	2,614	..	5,316	25,245	
..	..	..	..	..	..	..	
6,59,266	18,146	25,633	12,75,287	1,16,665	6,35,357	27,30,354	TOTAL.
							SCHOOL EDUCATION, GENERAL
							<i>Secondary Schools</i>
15,91,978 6,25,497 1,03,366	15,259 1,96,316 2,02,057	1,63,053 1,42,177 77,395	46,80,924 16,28,190 1,55,811	4,13,901 3,23,840 32,316	9,21,260 4,69,910 20,889	77,86,384 33,85,950 6,46,394	For Boys— High Schools. English Vernacular } Middle Schools
6,06,774 3,35,475 67,367	.. 783 20,712	19,853 25,802 84,283	6,26,890 1,79,632 17,602	1,20,826 1,24,533 43,698	8,51,141 2,49,145 40,765	17,24,984 9,17,770 2,24,326	For Girls— High Schools. English Vernacular } Middle Schools
33,88,557	4,35,147	4,62,063	72,88,949	10,58,612	20,53,119	1,46,86,247	TOTAL.
							<i>Primary Schools</i>
18,54,472 4,48,905	20,80,043 3,36,337	3,28,809 1,25,738	28,70,705 1,40,984	5,27,597 2,40,152	14,75,730 6,35,008	91,37,356 18,22,122	For Boys. For Girls.
22,98,377	24,16,380	4,64,545	30,11,689	7,67,749	20,10,738	1,09,59,478	TOTAL.
							SCHOOL EDUCATION, SPECIAL
1,15,027 1,07,773 1,800	594 72 ..	34 348 350	11,844 1,362	11,107 ..	47,055 7,759	1,74,333 1,97,245 11,261	Training Schools for Masters Training Schools for Mistresses. Schools of Arts
19,590 4,652	400 950	2,700 150	1,428 6,371	14,372 1,047	4,950 2,934	45,449 15,974	Law Schools Medical Schools.
2,65,286 15,347	16,914 160	33,158 ..	46,588 95	70,868 16,012	5,11,770 3,723	9,46,284 46,436	Engineering and Surveying Schools Technical and Industrial Schools. Commercial Schools
1,52,231	1,48,818	35,329	2,02,279	1,26,579	2,480	2,735	Agricultural Schools Reformatory Schools
6,81,770	1,67,248	72,069	2,85,995	2,52,670	97,845	7,61,581	Other Schools.
							TOTAL.
29,18,066 9,27,323	1,87,244 46,056	35,064 9,268	52,524 21,061	7,01,910 1,02,237	11,16,747 1,89,099	50,96,555 12,42,244	<i>Buildings, Furniture and Apparatus (special grants only)</i>
38,40,586	2,33,300	44,332	73,585	8,94,147	1,52,840	63,38,799	TOTAL.
1,08,68,350	32,70,221	10,58,642	1,19,35,505	30,89,843	66,88,996	3,69,11,566	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

## Expenditure (in rupees) on Public Instruction in the several Provinces

OBJECTS OF EXPENDITURE	PUBLIC INSTITUTIONS—concl'd.				TOTAL	
	UNDER PRIVATE MANAGEMENT.					
	Unended.		Endowments and other sources.	TOTAL.	Provincial Revenues.	Local Funds
1	2	3				
	R	R	R	R	R	R
UNIVERSITY EDUCATION						
Arts Colleges.						
English	4,32,724	39,633	1,68,092	6,40,449	21,11,011	18,050
Oriental	..	..	8,994	8,994	57,382	6,378
Colleges for Professional Training.						
Law	65,646	12,787	9,668	88,101	32,891	..
Medicine	..	..	..	..	5,54,266	4,276
Engineering	..	..	..	..	7,74,150	..
Teaching	240	..	491	731	4,00,213	1,691
Agriculture	..	..	..	..	1,92,419	..
Veterinary	..	..	..	..	47,489	..
Commercial	..	..	..	..	303	..
TOTAL	4,98,610	52,420	1,87,245	7,38,275	41,70,426	30,395
SCHOOL EDUCATION, GENERAL						
Secondary Schools						
For Boys—						
High Schools	23,17,607	2,16,182	3,50,296	28,90,083	31,12,850	30,753
Middle Schools { English	5,01,585	1,91,735	1,34,433	8,27,756	8,83,380	2,94,220
Middle Schools { Vernacular	16,918	10,673	9,071	36,662	2,67,790	6,75,797
For Girls—						
High Schools	44,645	598	19,556	64,709	7,99,860	..
Middle Schools { English	5,080	1,067	10,170	16,317	3,64,597	783
Middle Schools { Vernacular	..	1,890	1,011	2,901	1,02,027	26,422
TOTAL	28,81,238	4,22,145	5,31,137	38,38,620	55,30,504	14,27,975
Primary Schools.						
For Boys	4,75,509	1,12,942	2,20,527	8,17,978	47,52,752	82,46,743
For Girls	7,175	32,603	51,563	91,343	10,09,764	7,51,194
TOTAL	4,82,684	1,45,547	2,81,090	9,09,921	57,62,516	89,98,137
SCHOOL EDUCATION, SPECIAL						
Training Schools for Masters	..	1,688	3,498	5,186	16,21,377	2,67,094
Training Schools for Mistresses	423	784	4,047	5,256	8,20,587	8,486
Schools of Art	675	..	1,920	2,595	2,15,794	..
Law Schools	478	..	..	478	5,991	..
Medical Schools	42,050	360	4,400	46,900	3,35,728	3,064
Engineering and Surveying Schools	2,674	..	5,920	8,994	1,90,774	842
Technical and Industrial Schools—	1,18	5,988	78,205	85,821	5,07,119	86,207
Commercial Schools	58,929	1,629	9,539	69,987	45,152	..
Agricultural Schools	..	..	..	..	1,885	792
Reformatory Schools	..	..	..	..	2,32,815	..
Other Schools	47,042	57,617	64,506	1,60,165	3,36,210	1,48,675
TOTAL	1,53,811	67,966	1,72,205	3,93,982	38,14,282	5,16,168
Buildings	21,223	1,19,387	5,59,780	7,00,390	74,58,242	28,46,704
Furniture and Apparatus	11,444	14,051	92,150	1,17,645	15,34,929	3,06,865
TOTAL	32,667	1,33,438	6,61,930	8,18,035	89,89,604	31,55,672
TOTAL	40,53,010	8,21,516	18,23,607	66,98,133	2,82,67,332	1,40,28,247
University	..	..	..	..	7,87,257	..
Direction	..	..	..	..	8,27,821	..
Inspection	..	..	..	..	42,17,179	1,84,624
Scholarships held in—						
Arts Colleges	..	..	..	..	2,47,089	7,979
Medical Colleges	..	..	..	..	40,591	1,086
Other Professional Colleges	..	..	..	..	71,498	5,087
Secondary Schools	..	..	..	..	8,46,000	1,70,000
Primary Schools	..	..	..	..	63,132	58,424
Medical Schools	..	..	..	..	35,061	7,928
Technical and Industrial Schools	..	..	..	..	45,955	20,082
Other Special Schools	..	..	..	..	28,158	6,035
Miscellaneous	..	..	..	..	14,77,867	2,98,436
TOTAL	..	..	..	..	81,87,086	7,62,589
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	40,53,010	8,21,516	18,23,607	66,98,133	3,64,54,418	1,47,90,586

TABLE IV—concl'd.

of British India for the official year 1913-14—concl'd.

EXPENDITURE FROM				Grand Total	OBJECTS OF EXPENDITURE
Municipal Funds.	Fees.	ALL OTHER SOURCES.			
		Private	Public		
36	37	38	39	40	41
R	R	R	R	R	UNIVERSITY EDUCATION <i>Arts Colleges</i>
31,227	24,64,503	9,02,530	1,50,129	56,77,450	English
410	338	41,238	1,074	96,820	Oriental
.. 2,507	2,92,175	9,878	14,514	4,49,460	Colleges for Professional Training
.. 188	2,01,564	2,732	4,005	7,55,500	LAW
..	67,596	13,760		8,16,714	Medicine
..	2,954	11,718		2,05,055	Engineering
..	12,636			99,940	Teaching
..	8,487		44,004	1,191	Agriculture
..	7,686				Veterinary
84,282	30,57,809	9,71,856	2,12,818	84,77,588	Commercial
					TOTAL
2,44,356	92,69,960	18,99,960	5,10,734	1,48,66,658	SCHOOL EDUCATION, GENERAL <i>Secondary Schools</i>
21,341	28,36,228	11,44,707	3,60,152	50,46,028	For Boys—
1,50,839	3,97,016	82,287	9,428	18,82,937	High Schools English } Vernacular } Middle Schools
19,853	7,1,620	4,82,800	37,477	20,55,619	For Girls—
22,843	1,90,526	3,60,910	28,825	9,75,484	High Schools English } Vernacular } Middle Schools
56,101	18,912	87,451	296	2,90,269	
8,19,193	1,34,32,282	40,58,144	5,42,912	2,57,11,010	TOTAL
15,79,958	43,00,738	24,02,872	9,02,347	2,22,21,410	Primary Schools
4,66,251	1,61,211	8,61,079	1,40,845	33,80,544	For Boys
20,36,209	44,67,949	32,93,951	10,43,192	2,56,01,954	For Girls
					TOTAL
7,992	20,330	68,451	15,643	20,02,887	SCHOOL EDUCATION, SPECIAL
5,480	12,482	94,119	6 663	4,50,117	Training Schools for Masters
3,00	23,656	19,094	1,920	2,60,814	Training Schools for Ministers
..	2,487			6,478	Schools of Art
2,700	83,839	30,468	1,683	4,25,136	Law Schools
150	29,961	13,961		2,35,136	Commercial Schools
58,062	60,866	7,06,824	23,195	14,42,833	Engineering and Surveying Schools
840	87,468	26,215		1,59,675	Technical and Industrial Schools
..	95	2 480		5,252	Community Schools
1,348	..	9 793	..	2,45,956	Agricultural Schools
40,821	2,99,079	3,39,013	12,806	11,96,624	Reformatory Schools
1,17,743	6,20,133	13,29,873	63,800	64,61,970	Other Schools
5,77,477	75,280	24,02,614	2,58,828	1,36,67,145	TOTAL
44,306	44,081	1,92,511	2,402	23,46,530	<i>Buildings, Furniture and Apparatus</i>
6,21,783	1,19,361	28,43,125	2,84,230	1,60,13,675	TOTAL
36,29,210	2,16,97,534	1,24,96,029	21,46,952	8,22,66,204	TOTAL
..	9,54,065	2,82,336	98,000	21,21,658	University
..	..	1,500	1,01,529	8,27,821	Direction
13,027	..			45,17,949	Inspection
4,347	4,224	1,50,300	9,305	4,22,424	Scholarships held in—
332	..	5,331	4,201	52,960	Arts Colleges
452	3,476	20,008	163	1,01,694	Medical Colleges
19,457	4,621	94,578	29,656	6,67,316	Other Professional Colleges
7,075	140	10,785	10,573	1,50,729	Secondary Schools
563	..	14,186	6,235	63,247	Primary Schools
4,352	..	13,004	1,730	82,123	Medical Schools
1,554	..	10,080	531	47,268	Technical and Industrial Schools
85,567	39,99,668	28,92,30	1,47,726	80,01,794	Other Special Schools
1,37,326	49,66,194	34,98,818	4,05,960	1,78,57,673	Miscellaneous
27,66,536	2,66,63,728	1,69,95,747	25,52,912	10,02,23,877	TOTAL
					TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

## Expenditure (in rupees) on Public Instruction for Europeans

OBJECTS OF EXPENDITURE.	PUBLIC			
	UNDER PUBLIC MANAGEMENT.			
	Managed by Government.			
	Provincial Revenues.	Fees	Endowments and other sources	TOTAL
1	2	3	4	5
UNIVERSITY EDUCATION.	R	R	R	R
<i>Arts Colleges.</i>				
English	..	..	..	..
<i>Colleges for Professional Training.</i>				
Teaching	22,864	..	..	22,864
TOTAL	22,864	..	..	22,864
SCHOOL EDUCATION, GENERAL.				
<i>Secondary Schools.</i>				
For Boys—				
High Schools	76,655	46,127	17,873	1,40,657
Middle Schools, English	..	..	..	..
For Girls—				
High Schools	30,317	28,914	15,722	74,933
Middle Schools, English	4,831	5,246	..	10,077
TOTAL	1,11,803	80,297	33,597	2,25,687
<i>Primary Schools.</i>				
For Boys	..	..	..	..
For Girls	..	..	..	..
TOTAL	..	..	..	..
SCHOOL EDUCATION, SPECIAL.				
Training Schools for Masters	9,358	..	..	9,358
Training Schools for Mistresses	..	..	..	..
Engineering and Surveying Schools	5,560	1,020	..	6,580
Technical and Industrial Schools	..	..	..	..
Commercial Schools	..	..	..	..
Other Schools	8,280	..	..	8,280
TOTAL	23,198	1,020	..	24,218
TOTAL DIRECT EXPENDITURE	1,57,865	81,307	33,597	2,72,769
Buildings	80,641	..	2,075	82,716
Furniture and Apparatus (special grants only)	4,732	..	14,895	19,627
TOTAL	85,373	..	10,970	1,02,343
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,43,238	81,307	50,607	3,75,112

TABLE IV-A.

in the several Provinces of British India for the official year 1913-14

## INSTITUTIONS

## UNDER PRIVATE MANAGEMENT

Aided by Government or by Local or Municipal Boards							OBJECTS OF EXPENDITURE	
Provincial Revenues	District Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	Total		
6	7	8	9	10	11	12		1
R	R	R	R	R	R	R		
4,308		..	2,766	700	3,960	11,734	English	UNIVERSITY EDUCATION
11,100			2,334		4,476	17,910	Teaching	<i>Arts Colleges</i>
15,406			5,100	700	8,436	29,644		<i>Colleges for Professional Training</i>
								TOTAL
								SCHOOL EDUCATION, GENERAL
								<i>Secondary Schools</i>
5,14,748 1,97,469	435	2,107 7,833	4,32,081 79,165	45,049 35,611	2,45,825 1,38,048	12,39,810 4,58,561		For Boys— High Schools Middle Schools, English
4,46,596 2,25,849	390	1,414 9,720	4,90,598 97,768	50,545 46,744	1,96,294 96,838	11,85,447 4,77,307		For Girls— High Schools Middle Schools, English
13,84,662	825	21,074	10,99,612	1,77,949	6,77,003	33,61,125		TOTAL
								<i>Primary Schools</i>
55,223 43,683		2,062 1,540	28 200 25,920	10,145 7,107	32,796 16,068	1,37,426 94,298		For Boys For Girls
1,08,906		3,602	53,102	17,250	48,864	2,31,724		TOTAL
								SCHOOL EDUCATION, SPECIAL
16,357			2,656	700	6,361	26,074	Training Schools for Masters	
222						222	Training Schools for Mistresses	
850			3,480	706	2,520	7,556	Engineering and Surveying Schools	
26,415		16,517	1,978	5,948	50,858	50,858	Technical and Industrial Schools	
4,382		5,270	3,404	4,029	17,085	17,085	Commercial Schools	
9,075		6,590	485	6,036	22,186	22,186	Other Schools	
57,301			34,613	7,273	24,894	1,23,981		TOTAL
15,66,277	825	24,676	11,92,327	2,03,172	7,59,197	37 46,474		TOTAL DIRECT EXPENDITURE
6,00,220 1,22,883		14,000	30,343 14,684	1,76,840 21,945	3,34,690 26,013	11, 6,093 1,85,525		Building, Furniture and Apparatus (special grants only).
7,23,103	..	14,000	45,027	1,98,755	3,60,703	13,41,618		TOTAL
22,89,380	825	38,876	12,37,354	4,01,957	11,19,900	50,88,092		TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

## Expenditure (in rupees) on Public Instruction for Europeans

OBJECTS OF EXPENDITURE	PUBLIC INSTITUTIONS - contd.				TOTAL Provincial Revenues.	
	UNDER PRIVATE MANAGEMENT					
	Unaided.					
	Fees.	Subscriptions.	Endowment and other sources.	TOTAL		
1	13	14	15	16	17	
UNIVERSITY EDUCATION.						
Arts Colleges.						
English	..	..	..	..	4,308	
Teaching	..	..	..	..	33,964	
	TOTAL	..	..	..	38,272	
SCHOOL EDUCATION, GENERAL.						
Secondary Schools						
For Boys—						
High Schools	59,938	14,028	5,708	79,674	5,92,004	
Middle Schools, English	1,930	..	..	1,930	1,97,469	
For Girls—						
High Schools	24,021	..	1,200	25,223	4,76,913	
Middle Schools, English	2,656	200	1,400	4,456	2,30,680	
	TOTAL	88,756	14,228	8,308	1,11,292	
Primary Schools.						
For Boys	1,175	341	..	1,716	65,223	
For Girls	1,062	480	1,540	3,082	43,683	
	TOTAL	2,237	1,021	1,540	4,798	
SCHOOL EDUCATION, SPECIAL						
Training Schools for Masters	..	..	..	..	25,715	
Training Schools for Mistresses	..	..	..	..	222	
Engineering and Surveying Schools	922	..	4,218	5,140	6,410	
Technical and Industrial Schools	..	..	..	..	26,415	
Commercial Schools	..	..	..	..	4,382	
Other Schools	..	..	..	..	17,355	
	TOTAL	922	..	4,218	5,140	
	TOTAL DIRECT EXPENDITURE	91,915	15,243	14,006	1,21,230	
					17,24,742	
Buildings						
Furniture and Apparatus	2,212	1,000	12,237	15,449	6,91,713	
	2,346	1,000	4,523	7,869	1,29,309	
	TOTAL	4,558	2,000	16,760	23,318	
					8,21,022	
Invention	..	..	..	..	28,551	
scholarships held in—						
Arts Colleges	..	..	..	..	19,417	
Medical Colleges	..	..	..	..	740	
Other Professional Colleges	..	..	..	..	6,644	
Secondary Schools	..	..	..	..	48,578	
Primary Schools	..	..	..	..	14,130	
Medical Schools	..	..	..	..	..	
Technical and Industrial Schools	..	..	..	..	2,930	
Miscellaneous	..	..	..	..	5,98,122	
	TOTAL	..	..	..	7,19,113	
	TOTAL INDIRECT EXPENDITURE	..	..	..	..	
	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	96,473	7,249	30,826	1,14,548	
					32,64,877	

TABLE IV-A—*contd*

*in the several Provinces of British India for the official year 1913-14—contd.*

EXPENDITURE FROM						TYPE'S OF EXPENDITURE	
District Funds	ALL OTHER SOURCES			Grand Total		1	
	Municipal Funds	Fees	Private	Public	23		
18	19	20	21	22	23		
R	R	R	R	R	R	UNIVERSITY EDUCATION	
		2 766	3 960	700	11 734	Arts Colleges	
		2 334	4 476		40 774	Colleges for Professional Training	
		5 100	8 436	700	52 508	TOTAL	
						SCHOOL EDUCATION GENERAL	
						Secondary Schools	
43	2 107	5 38 146	2 22 907	1 04 078	14 60 141	For Boys	
	7 833	81 104	1 17 714	55 040	4 60 000	H. Schools	
310	1 414	5 43 535	1 81 919	81 849	12 85 823	For Girls	
	9 720	1 00 870	94 794	50 386	4 91 840	Middle Schools	
89	21 074	12 68 655	6 17 327	2 93 158	36 98 104	TOTAL	
	2 059	28 975	42 868	614	1 39 142	Primary Schools	
	1 540	26 964	24 333	858	97 580	For Boys	
						For Girls	
	3 602	55 330	67 203	1 472	2 96 522	TOTAL	
						SCHOOL EDUCATION SPECIAL	
		2 656	6 961	700	35 439	Training Schools for Handicapped	
		5 492	7 444		229	Training Schools for Migrants	
		16 517	7 500	676	19 2 6	Ex-Service and Retirement Schools	
		6 270	3 486		50 858	Technician and Administrative Schools	
		6 890	1 817	5 204	17 083	Commercial Schools	
					30 466	Other Schools	
		36 455	26 320	10 065	153 399	TOTAL	
89	4 676	12 60 540	7 9286	3 05 395	4 40 473	TOTAL DIRECT EXPENDITURE	
	14 000	82 555	3 70 638	1 40 352	12 54 258	Buildings	
		1 030	59 790	6 883	2 13 021	Furniture and Apparatus	
	14 000	49 585	4 35 487	1 47 235	14 67 279	TOTAL	
					28 551	Instruction	
		1 820	108	4 564	20 409	Schools held in—	
					740	Arts Colleges	
					6 644	Medical Colleges	
			1 873		50 451	Other Professional Colleges	
			5 436		19 566	Secondary Schools	
					2 030	Primary Schools	
					2 030	Medical Schools	
		760	12 81 215	8 25 621	1 32 929	Technician and Industrial Schools	
		760	12 82 635	8 36 038	1 7 486	29 75 032	TOTAL
						TOTAL INDIRECT EXPENDITURE	
						TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	
825	89 436	26 97 669	19 90 761	5 90 116	85 83 684		

## Stages for instruction of pupils in public schools for general

CLASS OF SCHOOLS		Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.		
				Boys.	Girls.	Total.
1		2	3	4	5	6
SECONDARY SCHOOLS						
FOR BOYS.						
Government	{ English	298	89,021	29,471	2	29,473
	{ Vernacular	71	5,440	2	2	2
Local Fund	{ English	203	86,654	1,937	1	1,938
	{ Vernacular	842	115,173	..	..	..
Municipal	{ English	169	32,329	4,996	1	4,997
	{ Vernacular	35	6,508	..	..	..
Native States	{ English	176	19,187	6,277	4	6,281
	{ Vernacular	15	3,319	..	..	..
Aided	{ English	2,084	390,332	76,299	167	76,466
	{ Vernacular	1,234	91,320	43	43	43
Unaided	{ English	1,082	210,229	48,934	94	49,048
	{ Vernacular	71	5,259	..	..	..
TOTAL		6,279	1,008,584	167,979	269	168,248
FOR GIRLS.						
Government	{ English	28	3,694	..	506	506
	{ Vernacular	26	2,002	..	..	..
Local Fund	{ English	..	..	372	..	..
	{ Vernacular	4	..	..	..	..
Municipal	{ English	2	132	..	..	..
	{ Vernacular	10	1,545	..	..	..
Native States	{ English	4	436	..	11	11
	{ Vernacular	..	..	..	..	..
Aided	{ English	314	35,001	6	2,376	2,382
	{ Vernacular	180	17,600	..	..	..
Unaided	{ English	21	1,640	3	245	248
	{ Vernacular	3	176	..	..	..
TOTAL		570	82,528	9	3,138	3,147
TOTAL SECONDARY SCHOOLS.						
PRIMARY SCHOOLS						
FOR BOYS.						
Government	..	540	28,030	..	..	..
Local Fund	..	30,442	1,753,615	..	..	..
Municipal	..	1,771	203,128	..	..	..
Native States	..	8,119	192,394	..	..	..
Aided	..	66,431	2,407,475	..	..	..
Unaided	..	14,347	879,265	..	..	..
TOTAL		116,650	4,973,916	..	..	..
FOR GIRLS.						
Government	..	570	45,692	..	..	..
Local Fund	..	1,815	77,184	..	..	..
Municipal	..	545	44,409	..	..	..
Native States	..	202	23,060	..	..	..
Aided	..	9,797	813,093	..	..	..
Unaided	..	1,694	40,717	..	..	..
TOTAL		14,722	544,755	..	..	..
TOTAL PRIMARY SCHOOLS						
GRAND TOTAL		131,372	5,518,671	..	..	..
GRAND TOTAL		188,221	6,586,783	167,988	3,407	171,995

TABLE V.

education in British India at the end of the official year 1913-14.

MIDDLE STAGE.			TOTAL SECONDARY STAGE.			CLASS OF SCHOOLS.
COMPRISED ALL PUPILS WHO HAVE PASSED BEYOND THE UPPER PRIMARY STAGE, BUT HAVE NOT PASSED BEYOND THE LOWER SECONDARY (MIDDLE) STAGE.			TOTAL SECONDARY STAGE.			
Boys.	Girls.	Total.	Boys.	Girls.	Total.	
7	8	9	10	11	12	1
						SECONDARY SCHOOLS.
						FOR BOYS.
34,062	32	34,094	63,433	84	63,537	English.
1,415	42	1,457	1,417	42	1,459	Vernacular.
12,787	27	12,814	14,724	22	14,752	English.
38,060	11	38,071	38,060	11	38,071	Vernacular.
16,085	10	15,045	20,031	11	20,042	English.
1,223	..	1,223	1,223	..	1,223	Vernacular.
11,014	19	11,033	17,391	23	17,314	English.
226	77	227	227	..	227	Vernacular.
1,26,640	1,195	1,27,775	2,02,000	1,302	2,04,227	Native States.
10,129	452	10,581	10,172	452	10,582	English.
57,670	100	57,770	1,06,624	194	1,06,818	Vernacular.
1,020	2	1,022	1,020	2	1,022	English.
3,09,832	1,830	3,11,162	477,311	2,099	479,410	Vernacular.
						TOTAL.
						FOR GIRLS.
..	731	731	..	1,237	1,237	English.
..	192	192	..	192	192	Vernacular.
..	..	..	..	..	..	English.
..	26	26	..	26	26	Vernacular.
..	11	11	..	11	11	English.
..	174	174	..	174	174	Vernacular.
..	425	425	..	436	436	English.
..	198	7,214	7,412	204	9,590	Vernacular.
182	944	1,126	182	944	9,704	English.
7	500	507	10	745	1,122	Vernacular.
..	15	15	..	15	755	English.
..	..	..	..	..	15	Vernacular.
387	10,232	10,619	398	13,370	13,766	TOTAL.
						TOTAL SECONDARY SCHOOLS.
						PRIMABY SCHOOLS.
						FOR BOYS.
186	..	186	186	..	186	Government.
2,409	10	2,419	2,409	10	2,419	Local Fund.
116	1	117	116	1	117	Municipal.
16	..	16	16	..	16	Native States.
3,156	133	3,259	3,156	133	3,269	Aided.
66	..	66	66	..	66	Unaided.
5,949	144	6,093	5,949	144	6,093	TOTAL.
						FOR GIRLS.
..	727	727	..	727	727	Government.
..	28	28	..	28	28	Local Fund.
..	34	34	..	34	34	Municipal.
..	4	4	..	4	4	Native States.
..	14	1,669	1,658	14	1,669	Aided.
..	86	86	..	86	86	Unaided.
14	2,548	2,562	14	2,548	2,562	TOTAL.
5,963	2,692	8,655	5,963	2,692	8,655	TOTAL PRIMARY SCHOOLS.
315,682	14,754	330,436	489,670	18,161	501,581	GRAND TOTAL.

## Stages for instruction of pupils in public schools for general

CLASS OF SCHOOLS.	UPPER PRIMARY STAGE.			LOWER PRIMARY					
	COMPRISING ALL PUPILS WHO HAVE PASSED BEYOND THE LOWER PRIMARY STAGE, BUT HAVE NOT PASSED BEYOND THE UPPER PRIMARY STAGE.			COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE LOWER PRIMARY STAGE.					
				Reading Printed Books.			Not Reading Printed Books.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS.									
FOR BOYS.									
Government	15,694	43	13,737	6,369	84	6,452	165	..	165
	1,483	104	1,687	2,266	569	3,535	850	..	850
Local Fund	10,443	17	10,460	10,692	149	10,841	584	17	601
Municipal	25,095	68	25,161	41,603	415	42,018	9,820	304	10,124
Native States	5,469	3	5,472	6,530	17	6,547	263	5	268
Aided	1,033	..	1,036	3,375	13	3,388	846	18	854
Unaided	1,073	2	1,075	618	5	620	173	2	175
	289	1	290	513	1	514	233	5	235
Aided	90,257	1,241	91,498	94,771	2,644	97,015	6,048	210	6,278
Unaided	16,095	2,090	18,185	43,132	14,043	57,165	5,313	33	5,346
	52,101	85	52,186	47,426	251	47,677	3,514	34	3,548
	1,250	1	1,251	2,208	8	2,216	774	6	780
TOTAL	218,282	8,655	221,937	259,802	18,180	277,091	28,592	634	29,246
FOR GIRLS.									
Government	11	485	496	59	1,416	1,475	5	481	486
	3	319	322	60	1,370	1,430	5	353	358
Local Fund	..	..	..	..	284	284	..	..	..
Municipal	..	44	44	..	..	..	..	18	18
Native States	..	21	21	..	..	..	..	50	50
Aided	..	422	422	..	896	896	..	53	53
Unaided	..	..	..	..	..	..	..	..	..
	732	5,656	6,389	3,933	13,008	16,431	484	1,903	2,487
Aided	..	453	5,960	2,513	2,176	8,942	11,118	37	8,216
Unaided	..	23	247	270	23	401	514	6	95
	..	17	17	..	100	100	10 <sup>1</sup>	44	44
TOTAL	1,223	9,271	10,494	5,651	26,847	32,298	537	5,433	5,970
TOTAL SECONDARY SCHOOLS	219,505	12,926	232,431	265,453	44,836	310,289	29,129	6,087	35,216
PRIMARY SCHOOLS.									
FOR BOYS.									
Government	4,491	21	4,512	15,666	631	16,237	6,548	556	7,114
Local Fund	179,766	1,678	181,444	1,058,378	53,450	1,111,928	414,489	53,435	407,924
Municipal	32,432	146	32,578	119,196	4,371	123,367	42,512	4,554	46,866
Native States	32,174	326	32,500	95,981	3,528	99,611	74,610	5,717	80,367
Aided	89,235	5,651	94,786	1,410,629	140,345	1,570,904	655,461	62,975	73,436
Unaided	4,019	77	4,096	197,489	10,401	207,990	149,590	17,623	167,213
TOTAL	342,117	7,799	349,916	2,917,281	212,710	3,129,997	1,323,230	164,660	1,487,910
FOR GIRLS.									
Government	2	2,621	2,623	340	28,283	28,622	26	13,693	19,719
Local Fund	7	4,093	4,100	309	46,614	46,925	169	25,902	26,131
Municipal	2	3,320	3,322	131	27,447	27,573	189	18,286	18,475
Native States	..	2,459	2,459	18	11,483	11,476	36	9,685	9,721
Aided	1,352	10,777	12,159	14,225	165,642	172,587	8,023	123,291	126,114
Unaided	10	620	530	427	14,567	14,994	533	24,574	25,107
TOTAL	1,373	23,790	25,163	15,445	237,018	302,463	3,976	210,591	214,567
TOTAL PRIMARY SCHOOLS	343,490	31,589	375,079	5,932,726	499,734	3,432,460	1,327,226	375,251	1,702,477
GRAND TOTAL	562,995	44,515	607,510	8,198,179	544,570	8,742,749	1,356,355	381,338	1,787,693

TABLE V—*contd.*education in British India at the end of the official year 1913-14—*contd.*

STAGE			TOTAL PRIMARY STAGE			GRAND TOTAL			CLASS OF SCHOOLS		
THE LOWER PRIMARY STAGE											
Total									SECONDARY SCHOOLS		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
22	23	24	25	26	27	28	29	30	31	32	33
6 533	84	6 617	20 227	127	20 344	83 766	161	83 921	English	Vernacular	Government
3 823	569	4 394	5 308	673	5 981	6 745	71	7 440	Fri sh	Fri sh	Fri sh
11 276	166	11 442	21 719	183	21 902	36 443	211	36 654	Vernacular	Vernacular	Local Fund
51 424	79	52 223	76 787	787	77 305	114 578	795	115 373	Municipal	Municipal	Municipal
6 731	22	6 815	13 246	20	12 287	35 930	36	35 929	Eng lish	Vernacular	Native States
4 521	31	4 252	5 254	31	5 254	6	31	6 of 8	Eng lish	Eng lish	Eng lish
791	7	738	1 864	9	1 873	19 155	4	19 167	Vernacular	Vernacular	Vernacular
746	6	732	1 034	1	1 034	1 12	1	1 12	Eng lish	Eng lish	Eng lish
100 419	2 274	103 231	190 676	4 115	191 91	893 610	417	893 921	Eng lish	Vernacular	Aided
48 446	14 066	62 511	64 540	16 1 6	80 696	4 712	16 608	9 20	Vernacular	Vernacular	Vernacular
50 010	28	50 010	103 041	370	103 411	209 685	364	210 055	Fri sh	Fri sh	Fri sh
2 952	4	2 956	4 232	15	4 247	5 272	1	5 273	Vernacular	Vernacular	Unaided
28 <sup>a</sup> 394	18 843	307 237	506 676	22 198	520 174	983 987	94 97	1 008 84	TOTAL		
64	1 897	1 961	75	2 82	2 457	75	3 619	3 694	English	Vernacular	Government
65	1 022	1 988	68	2 242	2 910	68	2 444	2 0	Fri sh	Fri sh	Fri sh
402	902	946	346	346	372	372	37	37	Eng lish	Eng lish	Local Fund
949	100	121	121	121	13	13	13	13	Municipal	Municipal	Municipal
949	949	1 971	1 971	1 971	1 971	1 971	1 971	1 971	Eng lish	Eng lish	Native States
817	15 001	18 818	4 000	20 6 7	2 207	4 704	30 47	32 001	Eng lish	Vernacular	Aided
2 111	11 178	1 201	2 066	13 2 8	1 0 04	2 848	14 182	17 0	Vernacular	Vernacular	Vernacular
29	568	610	5	5 3	885	6	1 575	1 640	Fri sh	Fri sh	Fri sh
	144	144	161	161	161	161	16	1 6	Vernacular	Vernacular	Unaided
6 188	82 080	38 268	7 411	41 31	48 762	7 807	54 21	6 028	TOTAL		
294 582	50 92	345 505	514 087	61 849	577 936	991 794	79 318	1 0 111 <sup>a</sup>	TOTAL SECONDARY SCHOOLS		
22 154	1 187	29 341	26 647	1 908	27 843	26 831	1 908	8 199	Government	Eng lish	Eng lish
1 472 867	108 885	3 731	1 6 13	108 885	1 6 13	1 6 13	1 6 13	1 6 13	Fri sh	Fri sh	Fri sh
1 101 168	8	1 0 3	1 140	1 140	1 140	1 140	1 140	1 140	Municipal	Municipal	Municipal
1 0 613	9 245	1 0 878	1 0 245	1 0 245	1 0 245	1 0 245	1 0 245	1 0 245	Eng lish	Eng lish	Eng lish
2 086 090	923 10	2 03 400	2 173 32	225 971	2 4 1 0	9 1 8 481	2 8 934	2 4 4	Native States	Native States	Aided
34 079	25 094	3 7 103	35 098	28 101	3 7 103	3 7 103	3 7 103	3 7 103	Eng lish	Eng lish	Eng lish
4 240 31	377 377	4 617 90	4 82 648	38 1 5	4 967 82	4 88 97	3 9 19	4 9	TOTAL		
866	41 976	42 342	368	44 507	44 956	368	45 0 4	45 6 19	Eng lish	Eng lish	Eng lish
478	72 778	73 036	480	76 671	77 100	480	76 699	76 144	Fri sh	Fri sh	Fri sh
320	49 743	41 133	322	44 0 3	44 373	322	44 7	44 7	Municipal	Municipal	Municipal
49	21 148	21 197	49	23 607	23 650	49	23 611	23 611	Eng lish	Eng lish	Eng lish
17 248	282 033	209 981	18 600	29 810	41 410	18 614	294 1 0	294 1 0	Native States	Native States	Aided
960	39 141	40 101	970	39 661	40 631	970	39 747	39 747	Fri sh	Fri sh	Fri sh
19,421	407 609	517 080	20 704	521 399	542 193	20 808	523 947	544 707	TOTAL		
4 259 302	874 985	5 134 937	4 003 442	906 574	5 510 016	4 600 405	909 266	5 518 6 1	TOTAL PRIMARY SCHOOLS		
4,554,534	925 908	5 480 442	5 117 529	970 493	6 087 959	5 601 199	988 584	6 589 783	GRAND TOTAL		

## Results of the prescribed examinations in the several

NATURE OF EXAMINATIONS.	NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINERS.					NUMBER	
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.	Aided Institutions.
<b>ARTS COLLEGES.</b>											
Doctor of Science	1			1	1				1		
Master of Arts	9	14	2	25	161	218	13	431	888	117	184
Master of Science	4	3	1	8	53	15	8	53	124	41	10
Bachelor of Arts (Honours), Preliminary English language.	1	2		3	73	41			114	68	36
Bachelor of Arts	28	47	18	93	1,260	2,184	1,408	1,047	5,989	713	1,249
Bachelor of Science	14	14	6	34	289	221	148	12	870	174	117
First B.A.		1		2	5		1	24	1,111	1,136	
First B.Sc.											1
Intermediate Examination in Arts	32	65	32	129	2,188	5,810	2,975	1,043	11,516	1,163	2,484
Intermediate Examination in Science	14	16	8	38	366	152	486	46	1,249	298	239
Previous Examination	7	4		11	212	313		97	622	50	96
<b>ORIENTAL COLLEGES.</b>											
Master of Oriental Learning											
Bachelor of Oriental Learning											
First Arts Oriental Faculty											
Honours in Sanskrit	1	2	15	18	138	27	68	147	370	104	7
Honours in Hindi		1		1		13			31		7
Honours in Persian		1		1		5			32		2
Honours in Gurmukhi		1		1		2			28		1
Honours in Punjabi											
High Proficiency in Sanskrit	1	12	87	200	117	84	723	115	1,089	56	46
High Proficiency in Arabic	3		3		6		3		9		4
High Proficiency in Persian					1		4		3		
High Proficiency in Punjabi	1		1		4			12	16		2
High Proficiency in Hindi											
High Proficiency in Urdu											
Proficiency in Sanskrit	1	12	238	251	24	61	842	180	1,107	8	27
Proficiency in Arabic	2	5	7		15	10		15	40		5
Proficiency in Persian								7	7		
Proficiency in Hindi								5	5		
Proficiency in Urdu								23	28		
Proficiency in Punjabi											
Additional Examination in English for Oriental Titles.											
<b>COLLEGES FOR PROFESSIONAL TRAINING.</b>											
<i>Law</i>											
Doctor of Law											
Master of Law											
Honours in Law		1		1		1		1	21		
Bachelor of Law	6	1	10	17	941	166	864	319	2,290	556	111
First LL.B.	1				1	413			413	190	
First Examination in Law	1		2	3	285		148	276	709	144	
Special Test Examination in Law											
Intermediate Examination in Law											
Licentiates Examination in Law											
First Certificate Examination in Law											
Preliminary Examination in Law											
<i>Medicine</i>											
M.S.											
M.D.	2			2	6				6		3
M.B. (a)	1				82				82		51
Second Professional Examination for M.B., B.S.	3			3	158				138		92
First Professional Examination for M.B., B.S.	2			2	113				113		69
Honours in Medicine	1			1	1				1		1
Intermediate M.B., B.S. Examination	1			1	150				150		62
L.M.B.B.S. (a)	3		3	2	253				253		178
First M.B. (a)	2		2	1	187				187		105
First L.M.B.S. (a)	1		1	1	20				20		13
Additional Test in Chemistry	1	2	2	5	50	26	58		134	23	14
Preliminary Scientific M.B.	1			1	101				101	143	
L.S.Sc.											
Preliminary Scientific L.M.B.S.	1	5	6	122	44				166	80	20
Bachelor of Physiognomy	2		2	12					12		3
Combined Preliminary Scientific and First M.B.	1			1	2				2		
Special certificate class examination for females.	1										

(a) Final or Third M.B. and C.M. Examination in Madras, and second M.B. Examination in Bengal.  
(b) Second L.M.S. Examination in Bengal.

TABLE VI.

Provinces of British India during the official year 1913-14.

PASSED.			RACE OR CREDIT OF PASSED SCHOLARS.									NATURE OF EXAMINATIONS		
Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS		Muham- madans	Bud- dhists.	Parav.	Others				
					Brah- mans.	Non- Brah- mans.								
											ARTS COTLT. &c.			
.. 7	207	455	.. 6	.. 15	204	173	.. 46	.. 3	.. 4	.. 4	Doctor of Science			
2	28	81	.. 5	.. 6	32	42	6				Master of Arts			
..	104				75	17	1				Master of Science			
733	465	3,180	25	130	1,526	1,152	245	18	40	24	Bachelor of Arts.			
58	453	554	2	2	115	204	21	1	5	5	Bachelor of Science			
12	541	554	2	54	390	104	3			1	First B.A.			
1,332	400	5,329	58	155	2,353	2,112	493	54	59	45	Intermediate Examination in Art			
247	18	802	10	8	209	495	48	4	4	24	Intermediate Examination in Science			
..	19	165	..	1	141	..	9	..	14	..	Previous Examination			
											ORIENTAL COLLEGES			
											Master of Oriental Learning			
											Bachelor of Oriental Learning			
											First Arts. Oriental Faculty			
26	60	107			191	6	..				Honours in Sanskrit			
4	11										Honours in Arabic			
10	12			1							Honours in Persian			
16	17				1						Honours in Gurmukhi			
417	42	560			550	10					Honours in Punjabi			
..	5	2									High Proficiency in Sanskrit			
..	2	2									High Proficiency in Arabic			
..	10	12									High Proficiency in Persian			
..	..	..									High Proficiency in Gurmukhi			
..	..	..									High Proficiency in Punjabi			
288	97	420	.. 3		308	22	..				High Proficiency in Urdu			
3	8	16	.. 2								Proficiency in Sanskrit			
..	2	8	.. 2								Proficiency in Arabic			
..	..	..	.. 2		2	..					Proficiency in Persian			
..	..	5	.. 5								Proficiency in Hindi			
..	..	..	..								Proficiency in Urdu			
											Proficiency in Punjabi			
											Additional examination in English for Oriental Titles			
											COLLEGES FOR PROFESSIONAL TRAINING.			
											Law			
											Doctor of Law			
											Master of Law			
											Honours in Law			
621	117	1,305	3	24	561	560	132	2	13	10	Bachelor of Law			
..	190			5	168	..	3		14		First B. E.			
65	98	807		22	161	94	27				First Examination in Law			
..	..	..									Special Test Examination in Law.			
..	..	..									Intermediate Examination in Law.			
..	..	..									License Examination in Law.			
..	..	..									First Certificate Examination in Law.			
..	..	..									Preliminary Examination in Law.			
											Medicine.			
											M. S.			
											M. D.			
											M. B. (a)			
											Second Professional Examination for M. B., B. S.			
											First Professional Examination for M. B., B. S.			
											Honours in Medicine			
											Intermediate M. B., B. S. Examination.			
											L. M. S. (b)			
											First M. B. (c)			
											First L. M. S. (d)			
											Additional Test in Chemistry.			
											Intermediate Scientific M. B.			
21	13	.. 1		1	8	..	1				L. S. Sc.			
	58			1	3	38	10				Preliminary Scientific L. M. S.			
	143	4	3	43	88	3	2				Bachelor of Hygiene.			
	109	.. 1	7	64	16	..	6		12		Combined Preliminary Scientific and First M. B.			
	3			1	..				2		Special certificate class examination for females.			

(c) Third, Second and First M. B. and C. M. Examination in Madras.

(d) Second and First L. M. S. Examination in Madras and Bombay.

## Results of the prescribed examinations in the several

NATURE OF EXAMINATIONS	NUMBER OF INSTITUTIONS SENDING EXAMINERS.					NUMBER OF EXAMINERS.					NUMBER	
	Institutions under Public Management		Aided Institutions	Other Institutions	Total	Institutions under Public Management		Aided Institutions	Other Institutions	Private Students	Total	Institutions under Public Management
	Male	Female				Male	Female					Aided Institutions
COLLEGES FOR PROFESSIONAL TRAINING												
—contd												
Engineering												
M.C.E.												
B.C.E.	3	3	3	3	8	40	33	33	33	40	20	20
I.C.E.	3	3	3	3	8	65	55	55	55	65	24	24
First L.C.E.												
Examination in Art drawing												
First Examination in Engineering	1	1	1	1	1	56	38	38	38	56	45	45
Baroda College Examination												
Civil Engineer												
Electrical Engineer												
Upper Subordinate	1	1	1	1	1	38	33	33	33	38	37	37
Lower Subordinate	1	1	1	1	1	53	53	53	53	53	53	53
Teaching	7	4	1	1	12	274	39	2	35	(a) 586	339	35
Baroda College Examination—												
—contd												
Agriculture												
L.A.Z.	2	2	2	2	2	33	33	33	33	33	27	27
Second I.A.G.	1	1	1	1	1	20	20	20	20	20	17	17
First I.A.G.	1	1	1	1	1	34	34	34	34	34	26	26
Veterinary												
Commercial		1	1	1	1	57	57	57	57	57	52	52
SCHOOLS FOR GENERAL EDUCATION												
Matriculation Examination	Boys	235	462	314	1,011	6,048	8,514	6,507	1,571	22,680	8,847	4,754
	Girls	8	42	7	57	56	180	33	85	304	33	114
School Final	Boys	120	229	23	375	2,736	5,663	530	82	8,961	1,601	4,071
High School Examination for Europeans	Boys	8	80	1	84	19	222	6	8	250	18	114
	Girls	2	28	1	31	9	114	1	1	124	6	56
High School Scholarship Examination	Boys	59	14	1	74	522	95	6	1	624	249	49
	Girls	3	3	3	3	—	10	—	10	—	—	4
Elementary Certificate Examination	Boys	8	8	8	8	—	82	—	82	—	—	46
	Girls	13	13	13	13	75	75	75	75	75	51	51
Public Service Certificate Examination	Boys	1,255	76	124	1,435	5,300	350	651	1,283	7,584	2,696	205
Cambridge Preliminary Examination	Boys	1	1	1	1	20	—	—	—	20	—	13
Cambridge Senior Examination	Boys	6	2	6	6	—	37	30	—	67	—	27
	Girls	6	6	6	6	—	25	—	—	25	—	20
Cambridge Junior Examination	Boys	1	8	2	11	10	94	28	—	132	8	69
	Girls	1	1	12	11	11	52	—	—	63	8	43
Middle School Examination	Boys	1,056	2,536	817	4,409	22,178	29,805	12,912	2,180	67,04	14,578	20,528
	Girls	388	237	12	287	220	1,700	74	87	2,990	159	1,229
Upper Primary Examination	Boys	11,357	9,111	1,027	22,513	107,651	82,454	20,122	56	210,323	69,555	57,379
	Girls	871	850	10	150	9,914	6,615	21	17	10,091	2,481	4,622
Lower Primary Examination	Boys	14,329	32,142	2,298	46,759	91,456	25,950	19,477	—	37,188	59,293	180,455
	Girls	926	2,846	128	3,900	7,096	28,158	289	—	35,543	5,081	20,001
SCHOOLS FOR SPECIAL INSTRUCTION												
Training School Examination	Upper	31	6	—	37	1,217	67	300	1,584	1,584	1,034	46
for Males	Lower	386	50	—	46	5,576	199	372	452	6,574	4,037	517
Training School Examination	Upper	15	24	1	40	20	216	4	18	478	208	171
for Males	Lower	17	22	2	41	175	157	17	18	337	140	103
Teachers' Examination for students outside Training School		28	1,217	—	1,245	26	1,447	—	7	1,482	6	229
Schools of Art Examination		280	311	150	681	5,382	5,644	2,521	477	(c) 17,255	3,723	3,808
Medical Examination		10	—	—	10	—	—	—	—	752	592	—
Examination in Engineering		24	4	1	29	617	87	24	(e) 758	444	—	33
Land Surveyors in Surveying		—	—	—	—	—	—	—	—	—	—	—
Industrial School Examination		8	11	2	20	150	846	231	2	(e) 1,177	104	311
Commercial School Examination		6	2	7	15	126	75	76	18	285	64	75
Agricultural School Examination		—	—	—	—	—	—	—	—	—	—	—
Banekrit Title Examination		6	745	104	855	23	3,873	637	66	4,599	26	1,783
Madras Central Examination		4	6	1	11	433	128	16	—	577	304	74
Madras Matric Examination		—	—	—	—	—	—	—	—	—	—	—
Other Schools Examination		85	484	64	633	3,901	1,421	446	378	6,146	1,928	949

(a) Includes 126 students sent up for the Licentiates in teaching Examination from the

(b) Includes 127 students passed in the Licentiates in teaching Examination from the

(c) Includes 3,231 and 448 students sent up for the Schools of Art and Industrial

(d) Includes 1,622 and 318 students passed the Schools of Art and Industrial

(e) Includes 80 students sent up for the examination in Engineering and Surveying

(f) Includes 79 students passed in the Examination in Engineering and Surveying

NOTE.—In Madras and Bombay students have not, in some cases, been distinguished

TABLE VI—*contd.*

*Provinces of British India during the official year 1913-14*—contd.

PASSED.			RACE OR CREED OF PASSED SCHOLARS.									NATURE OF EXAMINATIONS.			
Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians	Indian Christians	HINDUS				Bedawins.	Paras	Others	COLLEGES FOR PROFESSIONAL TRAINING			
					Brahmins	Non-Brahmins	Mohammedans	Others				—	—	—	
20	20	20	20	20	10	7	1	1	1	1	1	—	—	—	
24	24	24	24	24	13	9	—	—	—	1	1	—	—	—	
58	58	58	58	58	37	—	2	—	—	6	6	—	—	—	
45	45	45	45	45	—	—	—	—	—	—	—	—	—	—	
92	92	92	92	92	64	11	2	—	—	11	11	—	—	—	
87	87	87	87	87	—	19	—	—	—	—	—	—	—	—	
25	(b) 528	34	40	187	180	85	2	2	1	1	19	—	—	—	
2	2	2	2	2	16	4	3	—	1	1	1	1	1	1	
17	17	17	17	17	14	—	1	—	—	—	—	—	—	—	
26	26	26	26	26	21	—	1	—	—	4	4	—	—	—	
52	52	52	52	52	2	3	37	—	—	—	—	—	—	—	
1	1	1	1	1	—	—	—	—	—	—	1	1	1	1	
27	27	27	27	27	16	4	3	—	1	1	1	1	1	1	
12	12	12	12	12	14	—	1	—	—	—	—	—	—	—	
15	15	15	15	15	614	3,766	1,003	386	1	15	15	—	—	—	
4	131	131	127	127	4	—	—	—	—	—	—	—	—	—	
1	83	83	61	61	1	—	—	—	—	—	—	—	—	—	
1	290	290	—	—	166	108	31	2	2	2	2	—	—	—	
46	46	46	43	43	1	—	1	—	—	1	1	—	—	—	
51	51	51	49	49	—	—	1	—	—	1	1	—	—	—	
269	\$30	8,500	—	—	39	1,873	1,549	478	24	4	33	—	—	—	
—	—	13	—	—	13	—	—	—	—	—	—	—	—	—	
24	51	51	43	43	—	2	—	—	—	2	4	4	4	4	
—	20	20	19	19	—	1	—	—	—	—	—	—	—	—	
24	101	101	98	98	—	—	—	—	—	1	1	1	1	1	
—	51	51	46	46	1	2	1	—	—	—	—	—	—	—	
9,934	911	45,061	523	1,634	8,603	19,42	7,661	7,531	124	333	333	Boys	Boys	Boys	
63	31	1,472	430	415	56	212	38	249	16	56	56	Girls	Girls	Girls	
16,664	76	14,262	412	4,346	24,000	68,276	25,476	20,478	415	2,745	2,745	Boys	Boys	Boys	
16	7	7,182	366	995	997	2,048	314	1,644	463	95	95	Girls	Girls	Girls	
15,045	—	254,796	446	9,721	20,941	91,303	38,238	90,668	2,478	2,478	2,478	Boys	Boys	Boys	
214	—	25,290	716	1,780	6,936	1,170	12,320	1,038	1,038	1,038	1,038	Girls	Girls	Girls	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
133	121	20	52	605	347	133	45	—	—	11	11	Upper	Training	School	
11	160	4,626	4	801	2,066	1,305	639	131	—	79	79	Lower	Matriculation	Exam nation	for
4	13	396	22	160	81	91	24	5	—	10	10	Training	School	Examination	Mis
10	—	257	9	98	63	41	18	30	1	7	7	Lower	3 trees	Examination	for Mis
—	3	238	—	—	63	2	6	223	—	—	—	Teachers	Examination	for students outside	Training
—	(d)	—	—	—	—	—	—	—	—	—	—	Schools	of Art	Examination	for
1,815	340	11,814	467	728	3,960	4,404	942	135	503	85	85	Medical	Examination	Practical	Training
—	—	692	3	34	214	408	52	—	7	—	—	Examination	in Engineering	for Mis	for Mis
15	—	(b) 571	7	7	92	312	49	13	—	12	12	Industrial	School	Examination	for Mis
231	1	(d) 965	30	212	70	434	203	—	—	16	16	Commercial	School	Examination	for Mis
40	7	180	17	10	66	83	18	—	1	—	—	Agricultural	School	Examination	for Mis
299	27	2,075	—	—	1,872	203	—	—	—	—	—	Sanskrit	Pitri	Examination	for Mis
7	—	385	—	—	—	—	—	385	—	—	—	Matriculation	Examination	for Mis	for Mis
185	184	8,246	143	80	357	1,677	758	111	104	16	16	Other	Scholar	Examination	for Mis

different institutions in Madras, details of whom are not available.

different intitutions in Madras the race and creed of whom is not available

**Schools:** Examinations respectively from the different institutions in Madras, details of whom are not available.

Schools Examinations respectively from the different institutions in Madras details of whom from the different institutions in Madras details of whom are not available

from the different institutions in Madras the race and creed of whom is not available

between Brahmins and non-Brahmins. They have hence been shown under Brahmins.

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## Return showing the distribution of Local Board and Municipal Expenditure

OBJECTS OF EXPENDITURE	Number of Institutions	EXPENDITURE OF LOCAL					
		IN INSTITUTIONS MANAGED			Provincial Grants	Local Fund	Municipal Grants
		Number of Schools on the rolls on the 31st of March	Average number on the rolls monthly during the year	Average daily attendance.			
UNIVERSITY EDUCATION.					R	R	R
Arts Colleges							
English	..	..	26	26	..	..	..
Oriental	..	1	..	..	..	6,282	..
Colleges or Departments of Colleges for Professional Training							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
TOTAL	1	26	26	22	..	6,282	..
SCHOOL EDUCATION, GENERAL							
Secondary Schools							
For Boys—							
High Schools	21	8,214	8,154	7,406	5,814	10,583	4,296
Middle Schools	170	25,084	27,167	23,400	6,065	84,472	18,721
{ English	844	115,782	111,894	90,774		7,67,519	31,781
For Girls—							
High Schools	..	..	..	..	..	..	..
Middle Schools	4	372	313	244	13	3,710	450
TOTAL	1,048	152,402	147,548	121,914	9,942	8,08,484	55,247
Primary Schools							
For Boys	30,435	1,762,773	1,688,278	1,429,168	22,47,550	61,06,701	83,095
For Girls	1,813	77,067	72,884	55,444	76,649	4,03,377	14,627
TOTAL	32,248	1,839,840	1,756,162	1,978,612	23,23,199	66,10,078	97,722
SCHOOL EDUCATION, SPECIAL							
Training Schools for Master-Trainees	249	2,237	2,197	2,124	7,500	2,09,848	525
Training Schools for Mistresses	1	0	0	0			
School of Art	..	..	..	..			
Law Schools	..	..	..	..			
Medical Schools	..	..	..	..			
Engineering and Surveying Schools	..	..	..	..			
Technical and Industrial Schools	..	..	..	..			
Commercial Schools	91	1,412	1,322	1,022	11,504	63,000	1,375
Agricultural Schools	..	..	..	..			
Other Schools	2	194	164	140	327	281	..
TOTAL	283	8,849	3,688	3,290	19,531	2,78,165	1,898
BUILDINGS							
Furniture and apparatus	..	..	..	..	52,496	26,50,419	86,187
..	..	..	..	..	43,713	2,58,742	2,452
TOTAL	..	..	..	..	96,109	29,09,161	88,639
Scholarships held in							
University Inspection	..	..	..	..	..	..	..
Arts Colleges	..	..	..	..	..	..	..
Medical Colleges	..	..	..	..	..	..	..
Other Professional Colleges	..	..	..	..	..	..	..
Secondary Schools	..	..	..	..	..	..	..
Primary Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	..	..	..	..	..	..	..
Other Special Schools	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..
TOTAL	..	..	..	..	..	..	..
GRAND TOTAL	33,580	1,996,117	1,907,424	1,503,888	24,48,881	1,05,07,170	2,43,506

TABLE VII

on Public Instruction in British India for the official year 1913-14

## Return showing the distribution of Local Board and Municipal Expenditure on

OBJECTS OF EXPENDITURE	Number of Institutions	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	EXPENDITURE OF MUNICIPAL			
					Provincial Grants.	Municipal rates.	Local Boards' Grants.	Fees.
<b>UNIVERSITY EDUCATION</b>								
Arts Colleges	4	485	506	456	2,057	4	..	42,283
English Oriental	..	..	..	..	..	..	..	..
Colleges or Departments of Colleges for Professional Training	1	8	9	6	..	..	..	706
Law Medicine Engineering Teaching Agriculture	..	..	..	..	..	..	..	..
<b>TOTAL</b>	<b>5</b>	<b>493</b>	<b>515</b>	<b>462</b>	<b>2,057</b>	<b>4</b>	<b>..</b>	<b>42,289</b>
<b>SCHOOL EDUCATION, GENERAL</b>								
<i>Secondary Schools</i>								
For Boys—								
High Schools	35	12,699	12,534	11,253	59,715	41,557	1,054	2,56,461
Middle Schools { English Vernacular	134	10,630	10,218	16,687	34,580	1,57,062	12,572	1,88,717
For Girls—								
High Schools	2	132	123	.. 80	1,033	4,641	..	.. 88
Middle Schools { Vernacular	10	1,645	1,492	1,175	230	20,356	..	244
<b>TOTAL</b>	<b>216</b>	<b>40,514</b>	<b>38,025</b>	<b>34,526</b>	<b>95,308</b>	<b>2,64,979</b>	<b>20,293</b>	<b>4,52,783</b>
<i>Primary Schools</i>								
For Boys :	1,778	203,970	194,611	154,358	3,83,102	11,67,994	59,569	1,51,055
For Girls :	647	44,526	41,846	26,785	9,530	3,15,970	11,018	5,091
<b>TOTAL</b>	<b>2,325</b>	<b>248,496</b>	<b>236,457</b>	<b>183,138</b>	<b>478,632</b>	<b>14,83,964</b>	<b>70,587</b>	<b>1,56,146</b>
<b>SCHOOL EDUCATION, SPECIAL</b>								
<i>Schools for Special Instruction</i>								
Training Schools for Masters	2	12	11	10	1,609	..	..	..
Training Schools for Mistresses	12	25	28	24	1,541	1,283	..	..
Schools of Art	..	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..	..
Technical and Industrial Schools	9	942	851	720	5,798	23,591	1,800	659
Commercial Schools	1	101	103	85	849	840	..	979
Agricultural Schools	..	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..	..
Other Schools	6	170	166	113	3,314	2,602	16	..
<b>TOTAL</b>	<b>20</b>	<b>1,250</b>	<b>1,159</b>	<b>932</b>	<b>11,502</b>	<b>29,955</b>	<b>1,816</b>	<b>1</b>
<i>Buildings</i>								
Furniture and apparatus	..	..	..	..	61,591	4,56,226	..	80
<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>28,928</b>	<b>32,511</b>	<b>..</b>	<b>80</b>
<i>University Inspection</i>								
Scholarships held in { Arts Colleges Medical Colleges Other Professional Colleges Secondary Schools Primary Schools Medical Schools Technical and Industrial Schools Other Special Schools Miscellaneous	..	..	..	..	..	..	..	..
<b>TOTAL</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<b>GRAND TOTAL</b>	<b>2,566</b>	<b>290,753</b>	<b>276,756</b>	<b>219,078</b>	<b>6,78,618</b>	<b>22,67,089</b>	<b>92,696</b>	<b>6,53,716</b>

TABLE VII—contd.

Public Instruction in British India for the official year 1913-14—contd.

BOARDS ON PUBLIC INSTRUCTION.									OBJECTS OF EXPENDITURE
BY MUNICIPAL BOARDS.			IN INSTITUTIONS MANAGED BY			Total Expenditure of Local and Municipal Boards on Public Instruction			
Subscriptions.	Endowments and all other sources.	Total.	Government	Local Boards	Private persons or Associations	Total Municipal Expenditure on Public Instruction			
B	B	B	B	B	B	B	B	B	
..	2,011	46,955	6,000	..	25,223	31,227	49,277	English, Oriental	UNIVERSITY EDUCATION.
..	..	..	..	..	410	410	6,788		Arts Colleges
..	..	706	2,507	..	..	2,507	..	6,783	Colleges or Departments of Colleges for Professional Training
..	..	..	..	..	..	..	..	..	Law
..	..	..	..	..	..	..	..	..	Medicine
..	..	..	..	..	..	..	..	..	Engineering
..	..	..	..	..	..	..	..	..	Teaching
..	..	..	..	..	..	..	..	..	Agriculture
..	2,011	47,661	8,646	..	25,633	34,282	64,677		TOTAL
SCHOOL EDUCATION, GENERAL.									
Secondary Schools									
For Boys—									
High Schools									
English } Middle Schools									
Vernacular									
For Girls—									
High Schools									
English } Middle Schools									
Vernacular									
1,441	5,307	8,40,201	36,404	55,247	4,62,563	8,19,193	21,47,168		TOTAL
Primary Schools									
For Boys									
794	5,093	17,67,607	96	83,025	3,28,809	1,79,938	98,26,701		
220	1,694	4,29,123	518	14,027	1,25,736	4,66,251	12,07,645		
1,014	6,987	21,96,730	614	97,722	4,54,545	20,36,209	1,10,34,346		TOTAL
SCHOOL EDUCATION, SPECIAL									
Schools for Special Instruction.									
Training Schools for Masters									
Training Schools for Mistresses.									
Schools of Art									
Law Schools									
Medical Schools									
Engineering and Surveying Schools									
Technic and Industrial Schools									
Commercial Schools									
Ceremonial Schools									
Agricultural Schools									
Edifying Schools									
Other Schools									
55	5,984	50,930	13,821	1,898	72,069	1,17,743	6,39,911		TOTAL
12,563	3,133	5,33,593	..	86,187	3,064	5,77,477	34,26,181		
..	888	62,407	..	2,452	9,843	44,306	3,51,174		
12,563	4,021	5,96,000	..	88,639	44,407	6,21,783	37,77,335		TOTAL
University Inspection.									
Art Colleges									
Medical Colleges									
Other Professional Colleges.									
Law Schools									
Private Schools									
Medical Schools									
Technic and Industrial Schools									
Other Special Schools									
Miscellaneous									
..	..	..	..	..	..	..	1,37,326	8,99,615	TOTAL
15,073	24,400	37,51,542	59,484	2,43,506	10,59,217	37,66,336	1,85,57,072		GRAND TOTAL

## Attendance and expenditure in hostels

	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS			
	Hostels or Boarding Houses	Boarders	Arts Colleges	Colleges for Professional Training	Secondary Schools	Primary Schools
<b>MANAGED BY GOVERNMENT—</b>						
Boys	589	21 690	2 742	1 530	8 938	660
Girls	40	1 532	31	103	880	134
<b>MANAGED BY LOCAL OR MUNICIPAL BOARDS—</b>						
Boys	727	12 977	99	17	13 797	1 171
Girls						
<b>AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—</b>						
Boys	432	22 533	1 120	90	14 293	5 750
Girls	228	13 034	36	74	8 384	4 031
<b>MAINTAINED BY NATIVE STATES—</b>						
Boys	67	1 103	134		603	244
Girls	1	38				3
<b>UNAIDED—</b>						
Boys	1 069	40 824	6 114	291	23 707	7 494
Girls	226	12 876	90	10	4 483	6 892
<b>TOTAL—</b>						
Boys	2 884	102 127	10 214	1 938	61 388	15 319
Girls	495	27 480	167	187	14 152	11 060
	<b>GRAND TOTAL</b>	<b>3 879</b>	<b>129 607</b>	<b>10 371</b>	<b>2 125</b>	<b>26,379</b>

TABLE VIII.

or boarding houses for the official year 1913-14.

OF	EXPENDITURE FROM					Total expenditure	—
Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.		
	R	R	R	R	R	R	MANAGED BY GOVERNMENT—
7,815	3,23,148	1,222	1,19,763	7,14,306	131	11,58,570	Boys.
379	98,372	..	53,260	40,919	100	1,92,651	Girls
							MANAGED BY LOCAL OR MUNICIPAL BOARDS—
893	1,054	94,532	3,784	62,807	..	1,62,177	Boys.
..	..	..	..	..	..	..	Girls.
							AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—
1,270	2,70,383	31,551	4,90,959	7,71,474	2,734	15,67,101	Boys
509	2,60,843	10,063	4 10,381	6,76,747		13,64,036	Girls
							MAINTAINED BY NATIVE STATES—
72	..	..	5	25,638	18,450	44,102	Boys
35	..	..	..	..	144	144	Girls.
							UNAIDED—
3,218	1,025	224	7,55,025	10,87,097	..	18,43,371	Boys.
1,001	..	..	4,63,861	2,05,237	..	6,69,098	Girls.
							TOTAL—
13,268	5,95,610	1,27,520	13,69,536	26,61,322	21,324	47,75,321	Boys.
1,924	3,65,215	10,065	9,27,502	9,22,903	244	22,25,929	Girls.
15,192	9,60,825	1,37,594	22,97,038	35,84,225	21,568	70,01,250	GRAND TOTAL.

## Number and qualification of teachers in the several

		(a) IN PRIMARY SCHOOLS							(b) IN MIDDLE SCHOOLS										
		Government			Board		Municipal		Native States		Government			Board		Municipal		Native States	
For Sch. of India	Teachers of vernacular	Trained	684	13 549	" 46	42	8 446	547	416	9 745	312	8	8 029	908					
		Untrained	974	19 833	1 647	495	59 900	11 511	170	1 384	254	20	5 735	1 508					
		TOTAL	1 668	33 382	2 93	537	68 436	19 008	586	5 129	566	28	8 754	2 411					
In Sch. of Europeans	Anglo Vernacular	Trained	1 106	11 925	3 012	6	8 549	572	284	335	189						1 308	78	
	Teach. of English and Teach. of other local languages	Untrained	875	14 596	3 228	6	23 762	4 763	843	520	492	44	4 170	1 797					
		TOTAL	1 481	96 501	6 240	12	30 311	10 333	627	855	681	44	5 473	1 875					
	Possess no degree		10				17		50	41	53			233	73				
	Have a degree		1 460	46 91	6 940	12	30 991	10 33	77	814	626	44	5 240	1 802					
	TOTAL		1 481	26 51	6 240	12	30 311	10 333	627	855	681	44	5 473	1 875					
	Trained		4				164	1	6					401	8				
	Untrained						22	6	3					351	5				
	TOTAL		4				89	7	9					752	13				
	Possess no degree						3		1					40					
	Possess a degree		4				386	7	8					712	13				
	TOTAL		4				389	7	9					752	13				
	Grand Total of All Teachers		3 147	69 903	8 433	340	101 136	17 400	1 222	5 984	1 247	77	14 979	4 299					

TABLE IX

provinces of British India for 1913 14

(c) IN HIGH SCHOOLS						(d) IN COLLEGES								
Government	Board	Municipal	Native States	Adm'd	Unadm'd	Government	Board	Municipal	Native States	Adm'd	Unadm'd	Total		
872	24	31		802	351					1		34 008	Trained	
211	19	25		847	820	1						105 433	Untrained	{ Teachers of vernacular
583	45	56		1 649	1 171	1				1		139 446	TOTAL	
1 177	181	219		2 829	178	110	2	16		241	16	32 328	Trained	
1 950	113	289	12	6 427	4 360	338	1	12		666	286	68 559	Untrained	
3 127	294	508	12	9 256	4 547	448	3	28		907	302	100 887	TOTAL	{ Anglo Vernacular Teachers and Teachers of classical languages
1 062	61	141	6	2 470	1 115	409	2	21		730	274	6 762	Possessing a degree	
2 075	233	367	6	6 786	3 432	39	1	7		177	28	94 125	Possessing no degree	
3 127	294	508	12	9 256	4 547	44	3	28		907	302	100 887	TOTAL	
50				485	33					3	5	1 158	Trained	
32				396	30					2	3	1 053	Untrained	
82				879	65					5	8	2 211	TOTAL	
9				180	8					4	4	208	Possessing a degree	
73				740	55					1	4	2,003	Possessing no degree	
82				879	65					5	8	2 211	TOTAL	
3,793	357	564	12	11 784	6 781	449	3	28		913	310	242 544	GRAND TOTAL OF ALL TEACHERS	{ In Schools for Europeans

## LIST OF ILLUSTRATIONS.

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### COLLEGES.

St. John's College, Agra, United Provinces.  
Islamia College, Peshawar, North-West Frontier Province.  
Law College, Allahabad, United Provinces.  
Vista of Cotton College Hindu Hostels, Gauhati, Assam.  
New Moslem Hostel, Cotton College, Gauhati, Assam.  
St. Paul's Cathedral Mission College Hostel, Calcutta.  
St. Paul's Cathedral Mission College, Calcutta.

### SECONDARY SCHOOLS.

Northcote High School, Sholapur, Bombay Presidency.  
New Collegiate (High) School, Reid Christian College, Lucknow, United Provinces.  
Government Anglo-Vernacular School, Kyaiklat, Burma.  
Shikarpur Academy, Bombay Presidency.  
Govardhan Das Sundar Das High School, Jalgaon, East Khandesh, Bombay Presidency.  
E. W. M. Boys' High School, Mandalay, Burma.  
All Saints' S. P. G. Anglo-Vernacular School, Shwebo, Burma.  
Hostel of the Sardars' High School, Belgaum, Bombay Presidency.  
Madhava Lal Ranchhod Lal Hostel, Ahmedabad, Bombay Presidency.  
Government High School Hostel, Letpadan, Burma.  
Hostel of A. B. M. Sgaw Karen High School, Bassein, Burma.  
Government Anglo-Vernacular Middle School, Yandoon, Burma.  
Government Anglo-Vernacular Middle School, Drug, Central Provinces.

### PRIMARY SCHOOLS.

Government Anglo-Vernacular Primary School, Pegu, Burma.  
Corporation Elementary School, Thousand Lights, Madras.  
Local Board Primary School, Amnapur, Bombay Presidency.  
Local Board School, Prakasha, West Khandesh, Bombay Presidency.  
Dagarpura Upper Primary School, Cuttack, Bihar and Orissa.  
Government Primary School, Sonwarpet, Coorg.  
Municipal Elementary School for Hindus, Blackpully, Bangalore, Mysore.  
Municipal Elementary School for Panchamas, Ookadpalyam, Bangalore, Mysore.  
Sarat Kali Mohan Practising School, Silchar, Assam.  
Temporary Girls' School at Delhi.

## TRAINING INSTITUTIONS.

S. P. G. Training School, Nandyal, Madras Presidency.  
 Class Rooms, Training College for Men, Dharwar, Bombay Presidency.  
 Normal School, Lyallpur, Punjab.  
 Normal School for Men, Nagpur, Central Provinces.  
 Patna *Mianji*-training School, Bihar and Orissa.  
 Hostel attached to the Patna *Mianji*-training School, Bihar and Orissa.  
 Jagatsinghpur *Guru*-training School, Cuttack, Bihar and Orissa.

## SPECIAL AND TECHNICAL SCHOOLS.

Government School of Commerce, Calicut, Madras Presidency.  
 Dacca School of Engineering Hostel, Bengal.  
 New Workshops, Mayo School of Art, Lahore.  
 New Workshop, Ranchi Industrial School, Bihar and Orissa.

## EUROPEAN SCHOOLS.

Boys' Orphanage, Lahore.  
 A. B. M. European School, Rangoon.  
 St. John's Church of England School, Toungoo, Burma.  
 St. Teresa's, Kidderpore, Bengal.



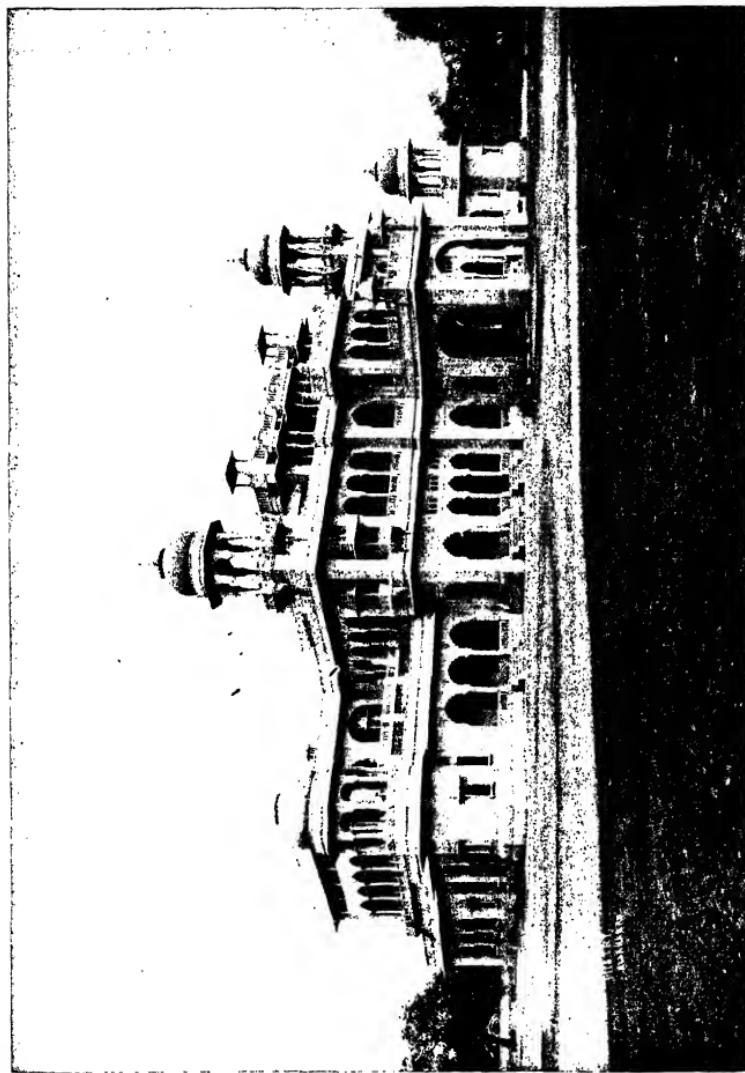
Photo.-Mechl. Dept., Thomason College, Roorkee.

**ST. JOHN'S COLLEGE, AGRA.**



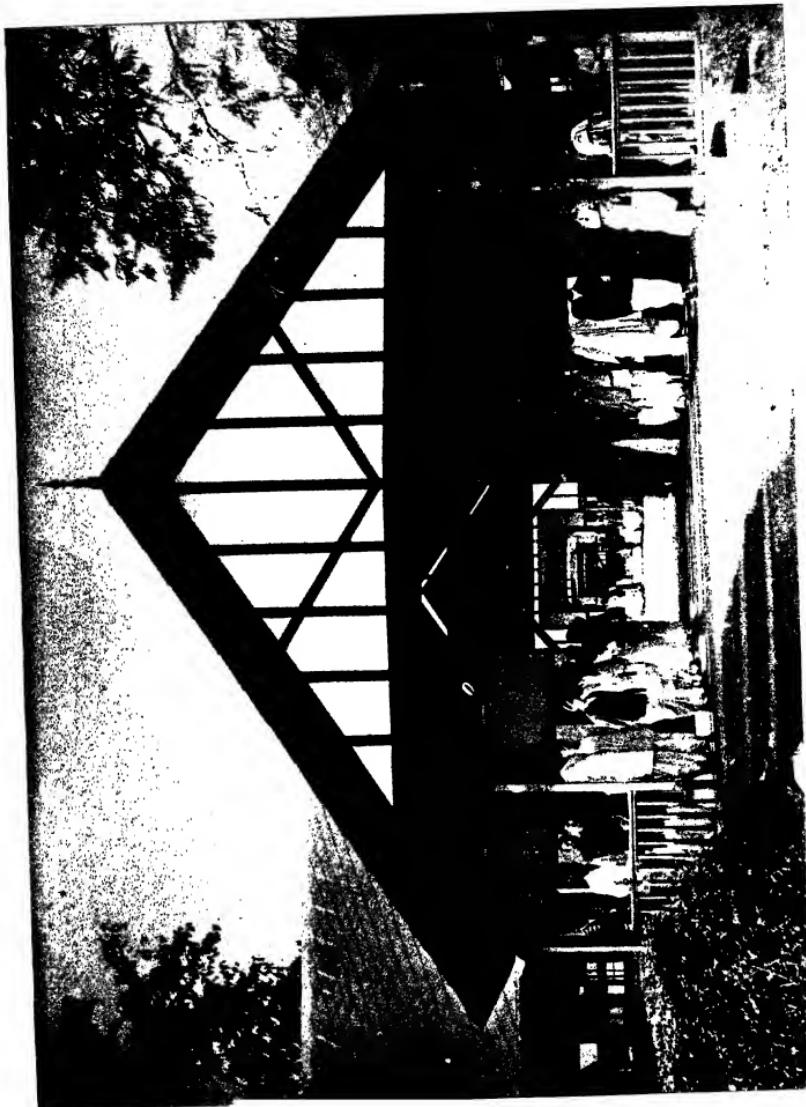
Photo-Mech. Dept., Thomason College, Roorkee.

**ISLAMIA COLLEGE, PESHAWAR.**



LAW COLLEGE, ALLAHABAD.

Printed-Mechl. Dep't., Thomason College, Roorkee.



VISTA OF COTTON COLLEGE HINDU HOSTELS, GAUHATI.

Photo-Mechi. Dept., Thomason College, Rourkela

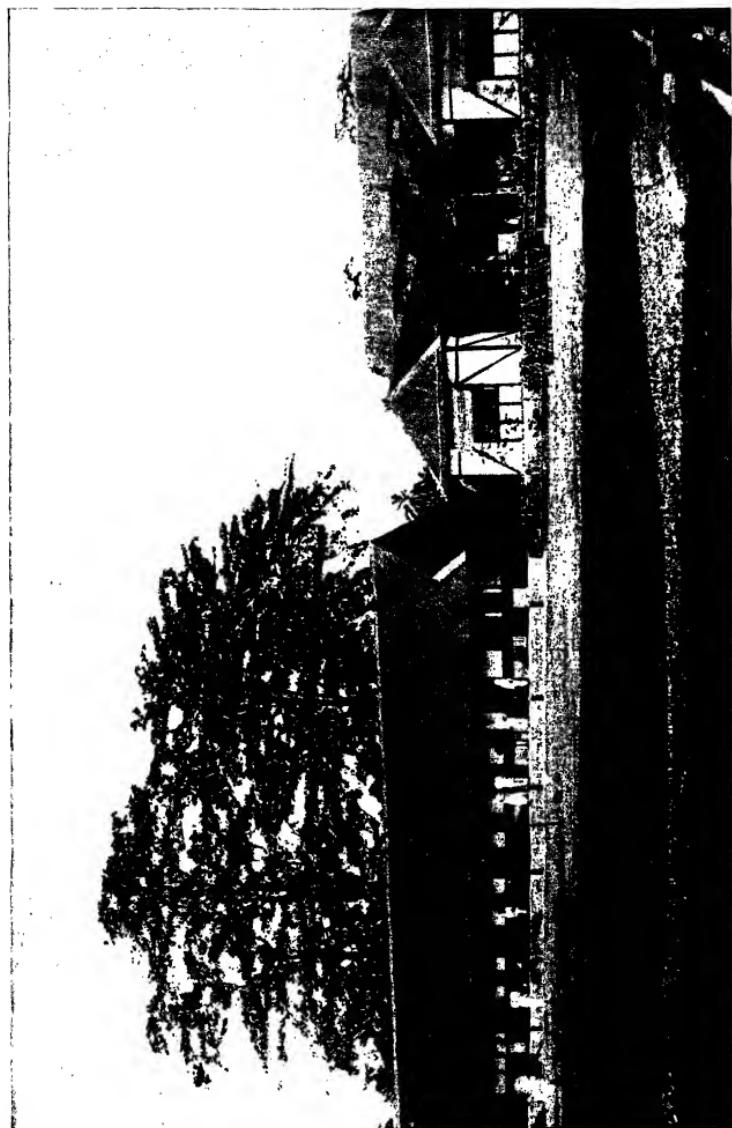


Photo-Mech. Dept., Thomason College, Rourkela.

**NEW MOSLEM HOSTEL, COTTON COLLEGE, GAUHATI.**



ST. PAUL'S CATHEDRAL MISSION COLLEGE, HOSTEL.

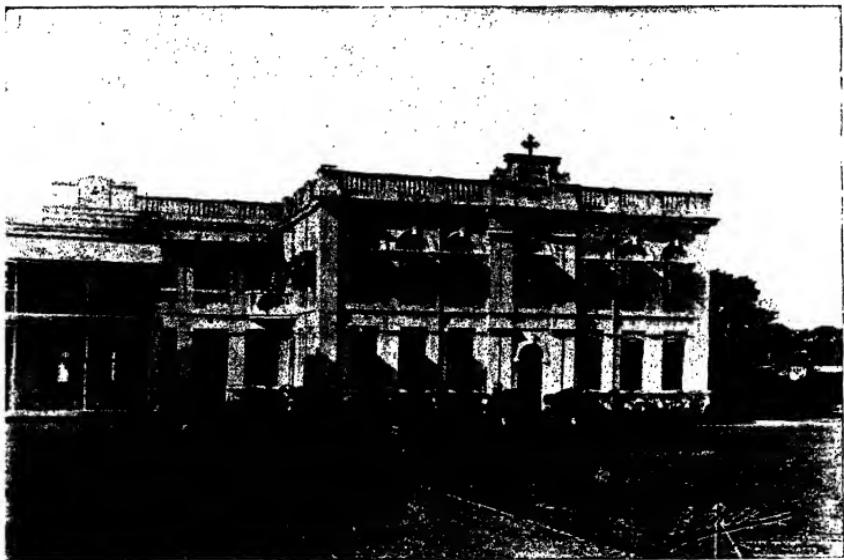


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ST. PAUL'S CATHEDRAL MISSION COLLEGE, CALCUTTA.

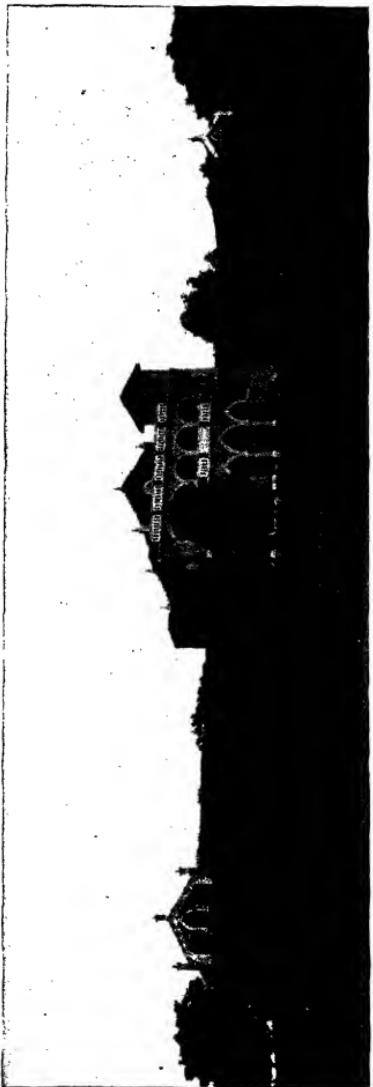


Photo-Mech. Dept., Thomason College, Bourkes.

**NORTHCOTE HIGH SCHOOL, SHOLAPUR.**



Photo-Mehl, Delt., Thomason College, Rothes.

NEW COLLEGiate (HIGH) SCHOOL, REID CHRISTIAN COLLEGE, LUCKNOW.

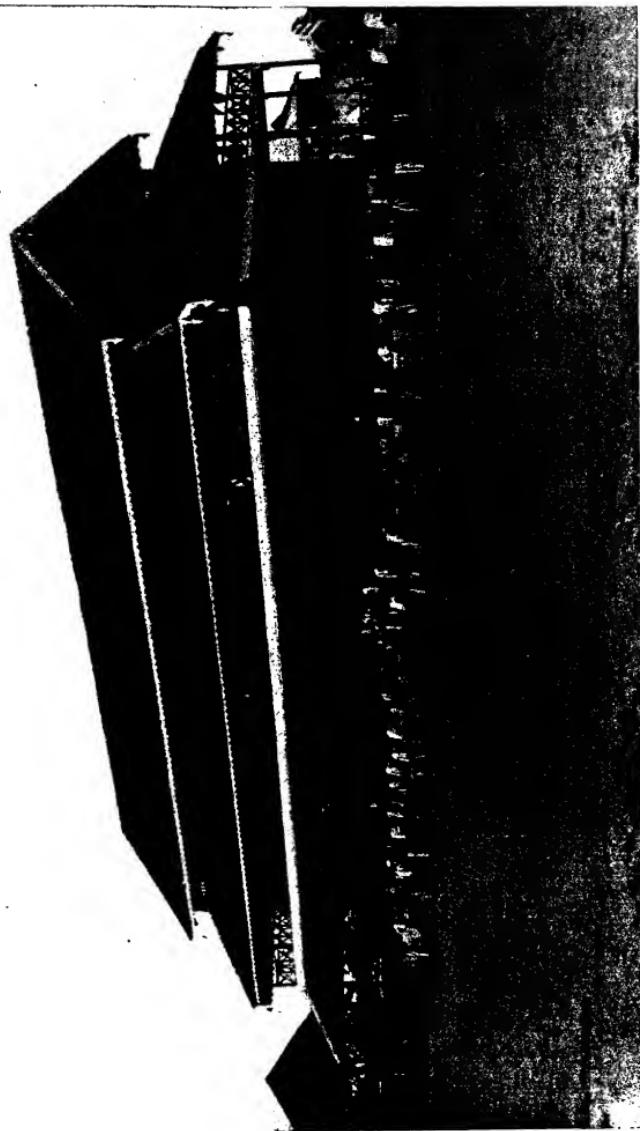
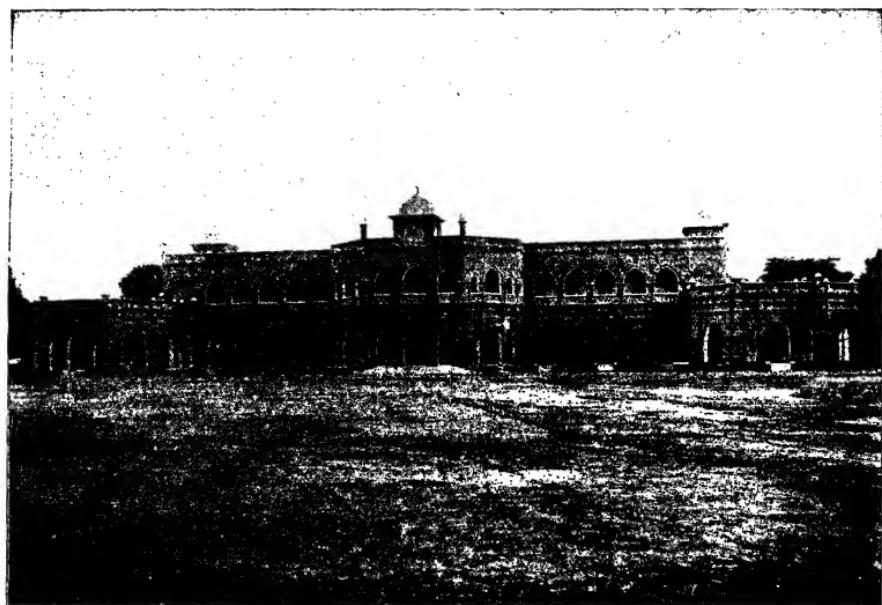


Photo-Mech. Dept., Thomasason College, Rangoon.

**GOVERNMENT ANGLO-VERNACULAR SCHOOL, KYAIKLAT.**



SHIKARPUR ACADEMY.

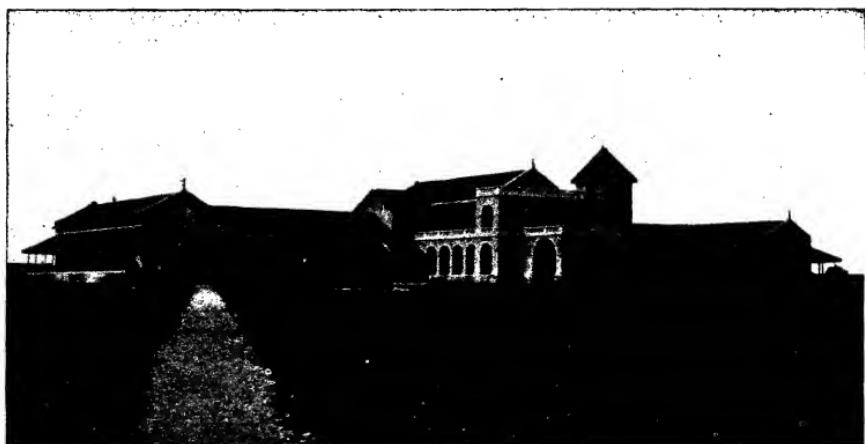


Photo.-Mechl. Dept., Thomason College, Roorkee.

GOVARDHAN DAS SUNDAR DAS HIGH SCHOOL, JALGAON, EAST KHANDESH.



E.W.M. BOYS' HIGH SCHOOL, MANDALAY.



Photo-Mech. Dept., Thomason College, Roorkee

ALL SAINTS' S. P. G. ANGLO-VERNACULAR SCHOOL, SHWEBO.

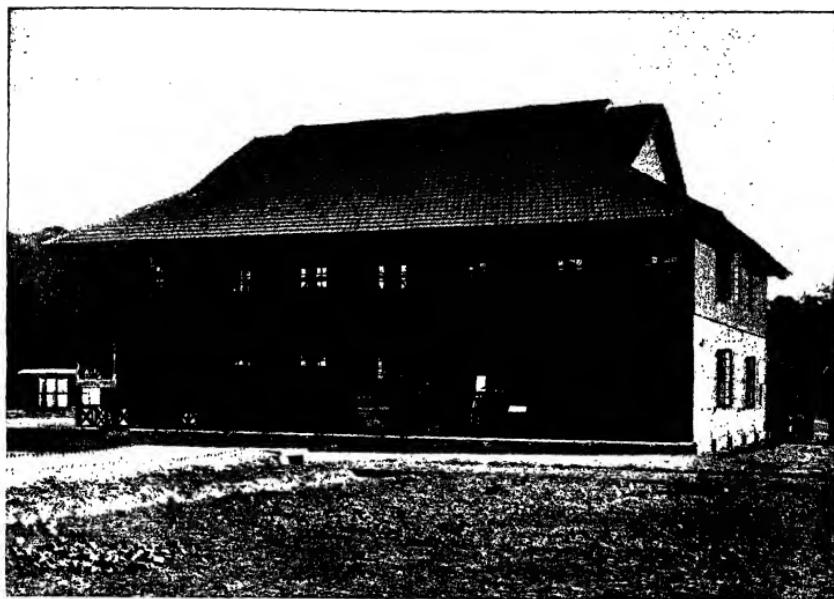


HOSTEL OF THE SARDARS' HIGH SCHOOL, BELGAUM.



Photo-Mechl. Dept., Thomason College, Roorkee,

MAHDHAVA LAL RANCHHOD LAL HOSTEL, AHMEDABAD.



GOVERNMENT HIGH SCHOOL HOSTEL, LETPADAN.



Photo.-Mechl. Dept., Thomason College, Roorkee.

HOSTEL OF A. B. M. SGAW KAREN HIGH SCHOOL, BASSEIN.

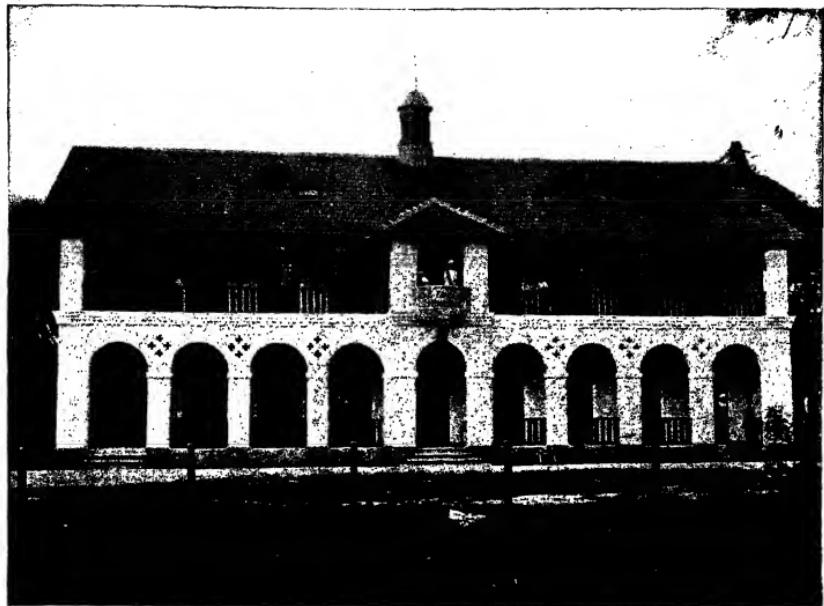


GOVERNMENT ANGLO-VERNACULAR MIDDLE SCHOOL, YANDOON.



Photo.-Mechl. Dept., Thomason College, Roorkee.

GOVERNMENT ANGLO-VERNACULAR MIDDLE SCHOOL, DRUG.

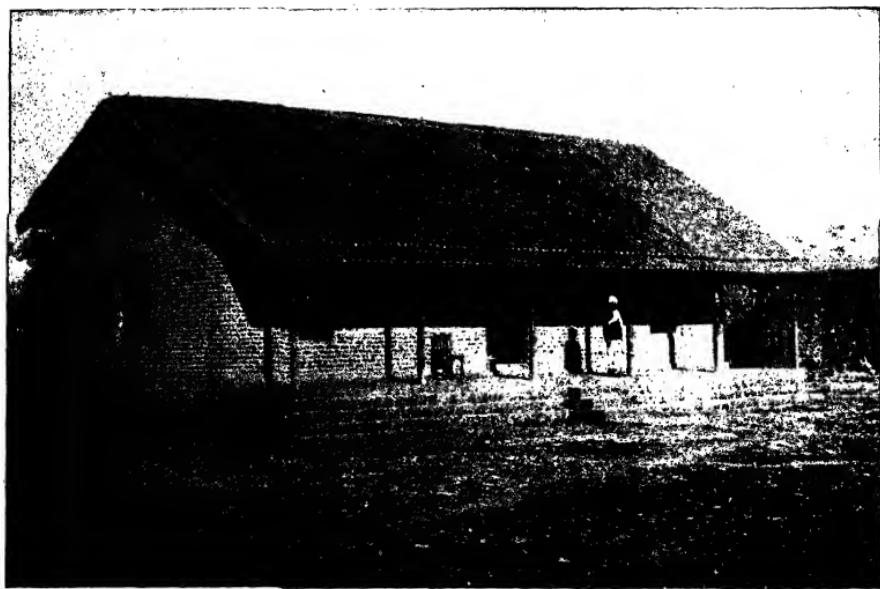


GOVERNMENT ANGLO-VERNACULAR PRIMARY SCHOOL, PEGU.



Photo-Mechl. Dept., Thomason College, Roorkee.

CORPORATION ELEMENTARY SCHOOL, THOUSAND LIGHTS, MADRAS.



LOCAL BOARD PRIMARY SCHOOL, BUILDING AT AMNAPUR.

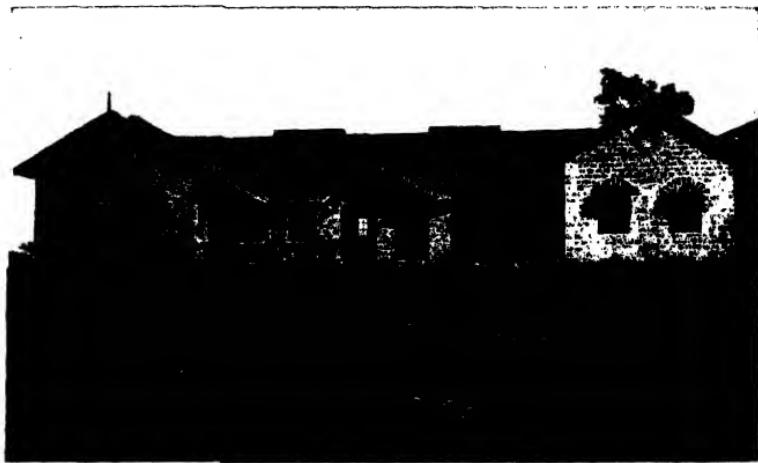


Photo-Mechi. Dept., Thomason College, Roorkee.

LOCAL BOARD SCHOOL, PRAKASHA, WEST KHANDESH.

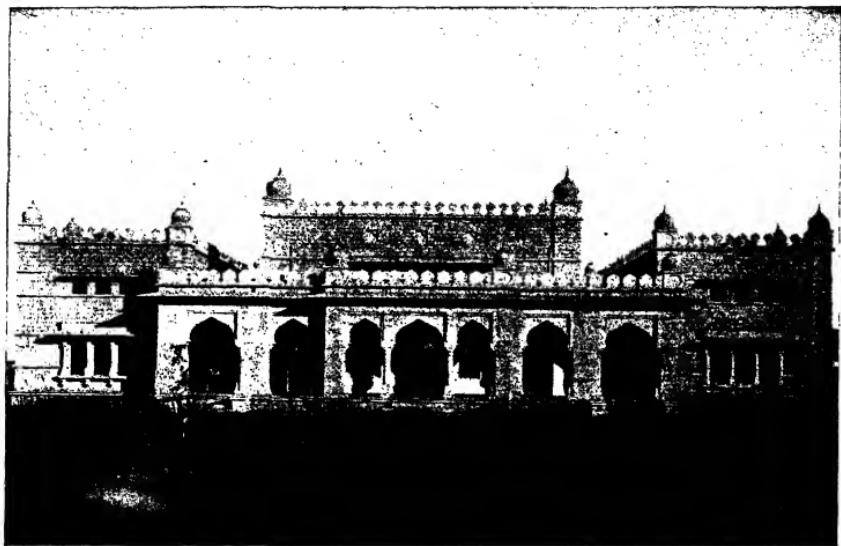


DAGARPARA UPPER PRIMARY SCHOOL, CUTTACK.



Photo.-Mech. Dept., Thomason College, Roorkee.

GOVERNMENT PRIMARY SCHOOL, SONWARPET, COORG.



MUNICIPAL ELEMENTARY SCHOOL FOR HINDUS, BLACKPULLY, BANGALORE.

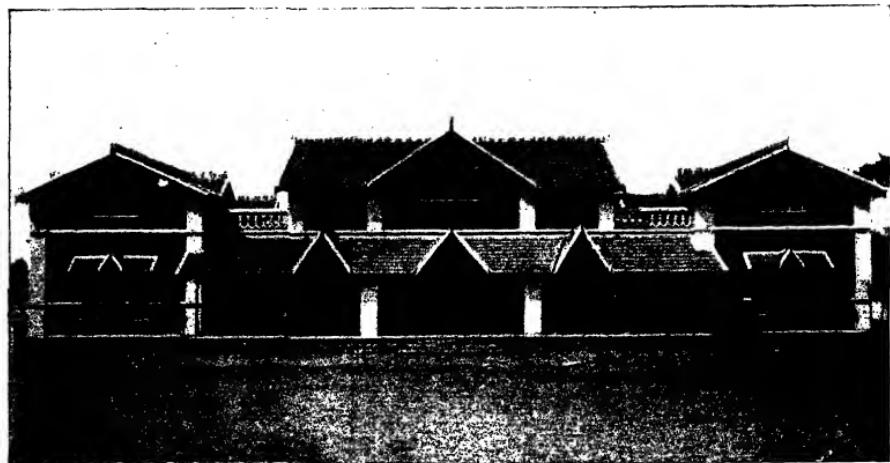


Photo-Mechl. Dept., Thomason College, Roorkee.

MUNICIPAL ELEMENTARY SCHOOL FOR PANCHAMAS, OOKADPALLYAM, BANGALORE.



SARAT KALI MOHAN PRACTISING SCHOOL, SILCHAR.

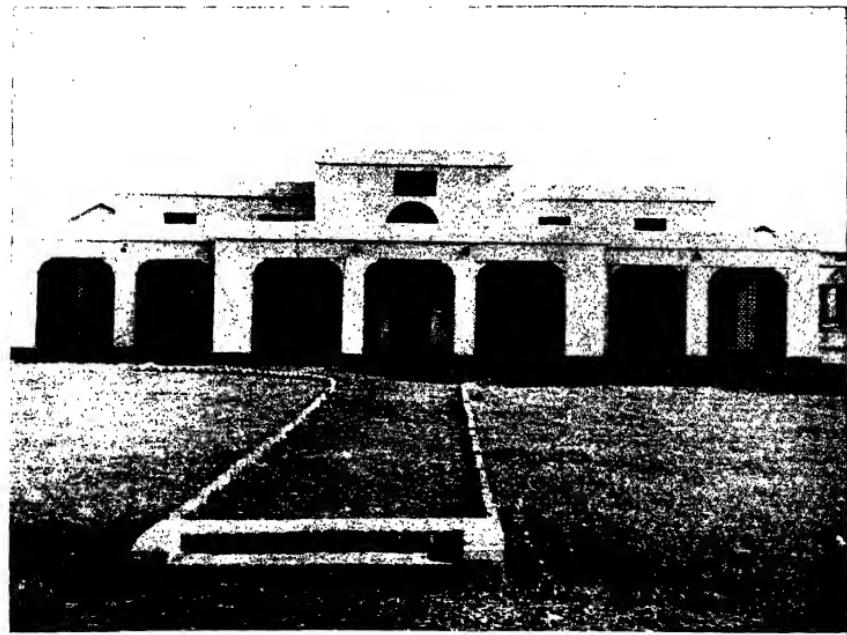
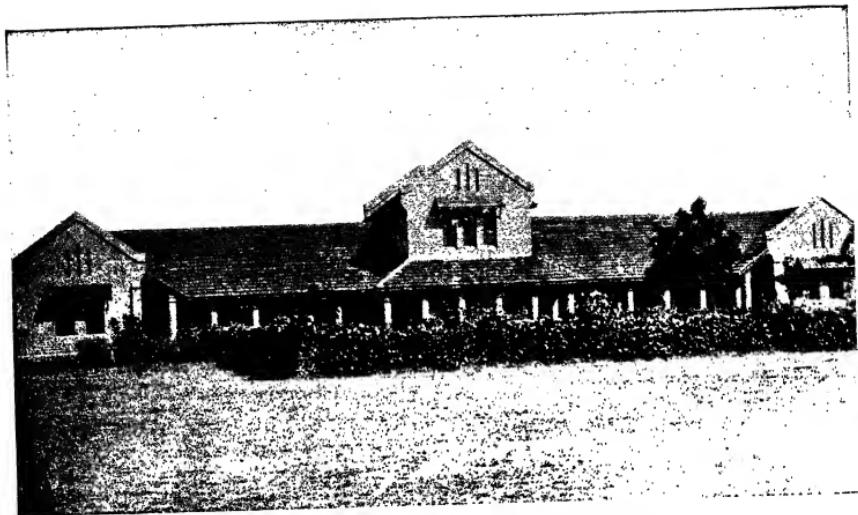


Photo: Mech. Dept., Thomason College, Roorkee.

TEMPORARY GIRLS' SCHOOL AT DELHI.



S. P. G. TRAINING SCHOOL, NANDYAL, MADRAS.

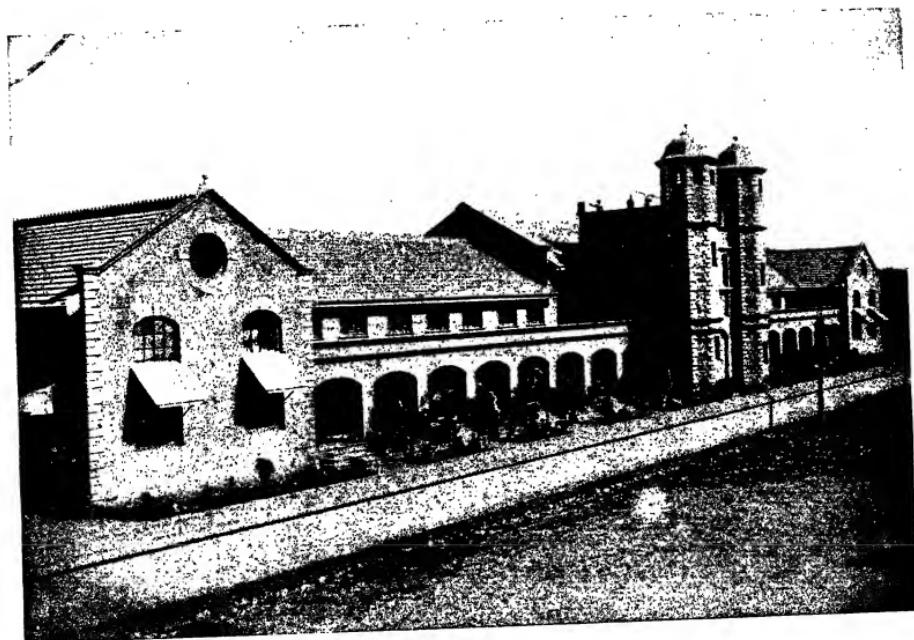
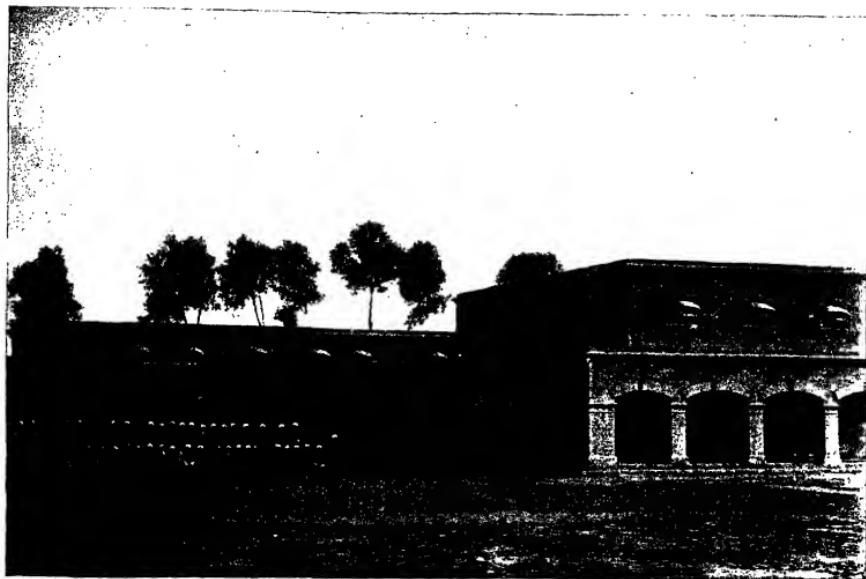


Photo.-Mechl. Dept., Thomason College, Roorkee.

CLASS ROOMS, TRAINING COLLEGE FOR MEN, DHARWAR.

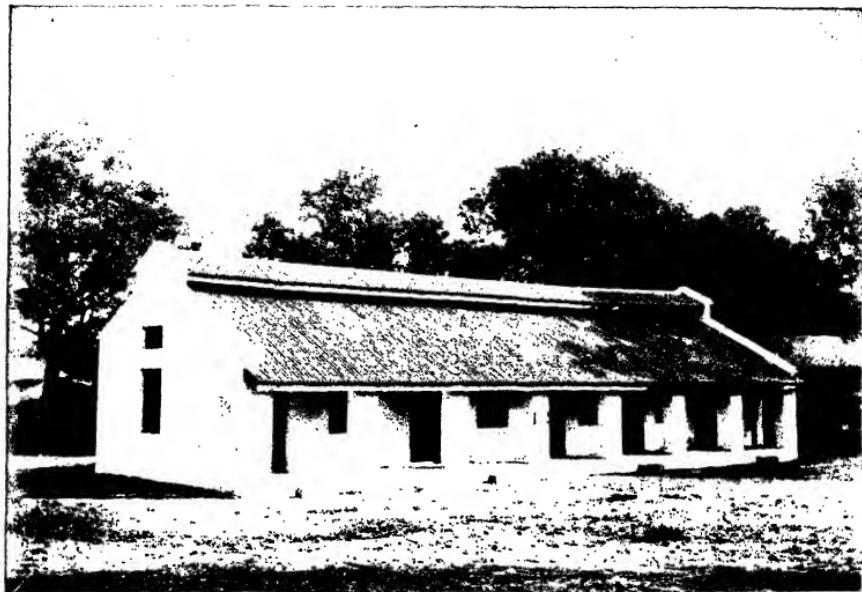


NORMAL SCHOOL, LYALLPUR.



Photo-Mech. Dept., Thomason College, Roorkee.

NORMAL SCHOOL FOR MEN, NAGPUR.



PATNA MIANJI-TRAINING SCHOOL.



Photo-Mechl. Deptt., Thomason College, Roorkee.

HOSTEL ATTACHED TO THE PATNA MIANJI-TRAINING SCHOOL.

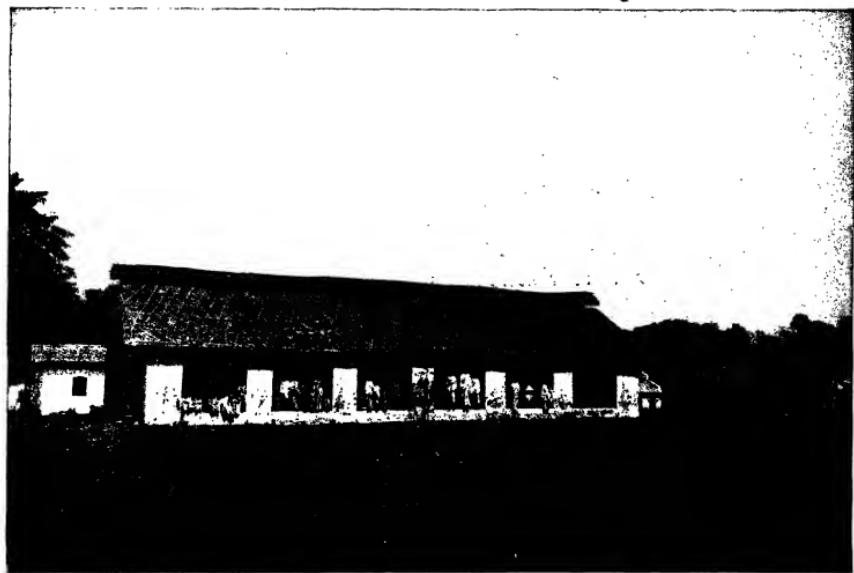


Photo.-Mech. Dept., Thomason College, Roorkee.

**JAGATSINGHPUR GURU-TRAINING SCHOOL, CUTTACK.**



GOVERNMENT SCHOOL OF COMMERCE, CALICUT.

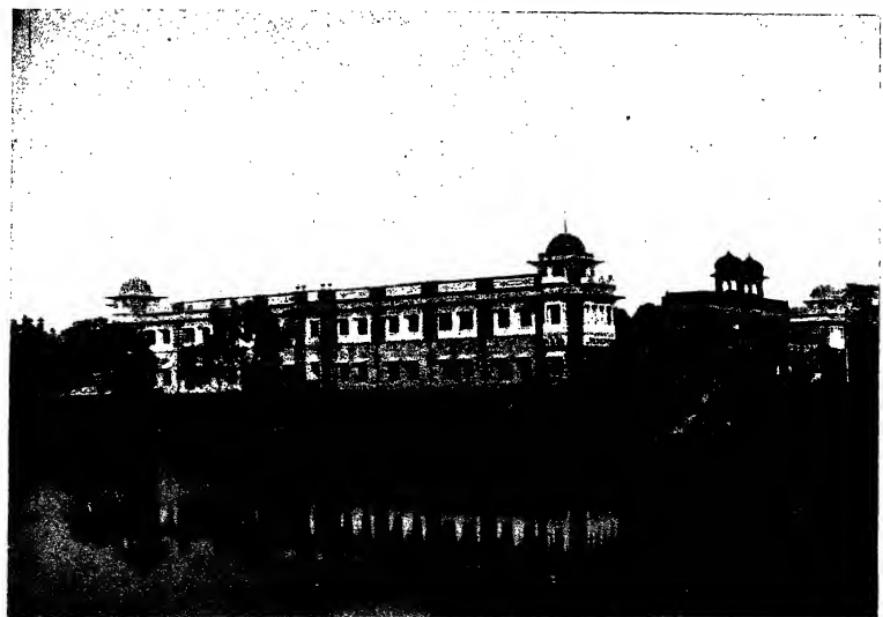
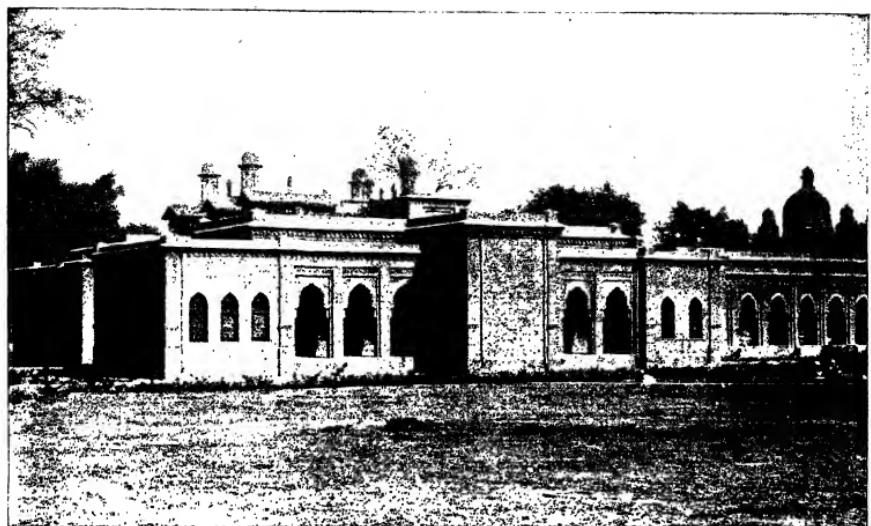


Photo-Mechi. Dept., Thomason College, Roorkee.

DACCA SCHOOL OF ENGINEERING HOSTEL.



NEW WORKSHOPS, MAYO SCHOOL OF ART, LAHORE.

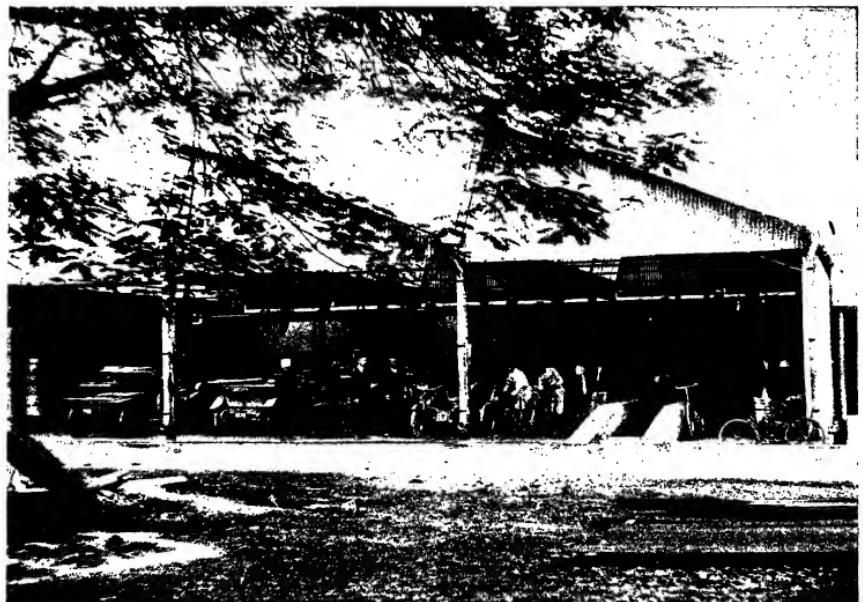
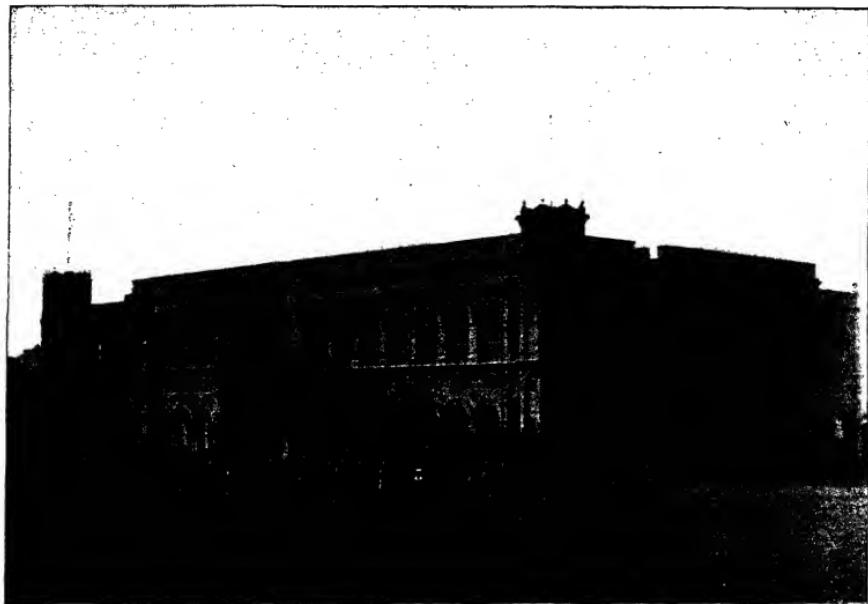


Photo.-Mechl. Dept., Thomason College, Roorkee.

NEW WORKSHOP, RANCHI INDUSTRIAL SCHOOL.



BOYS' ORPHANAGE, LAHORE.



Photo.-Mechl. Dept., Thomason College, Roorkee.

A. B. M. EUROPEAN SCHOOL, RANGOON.

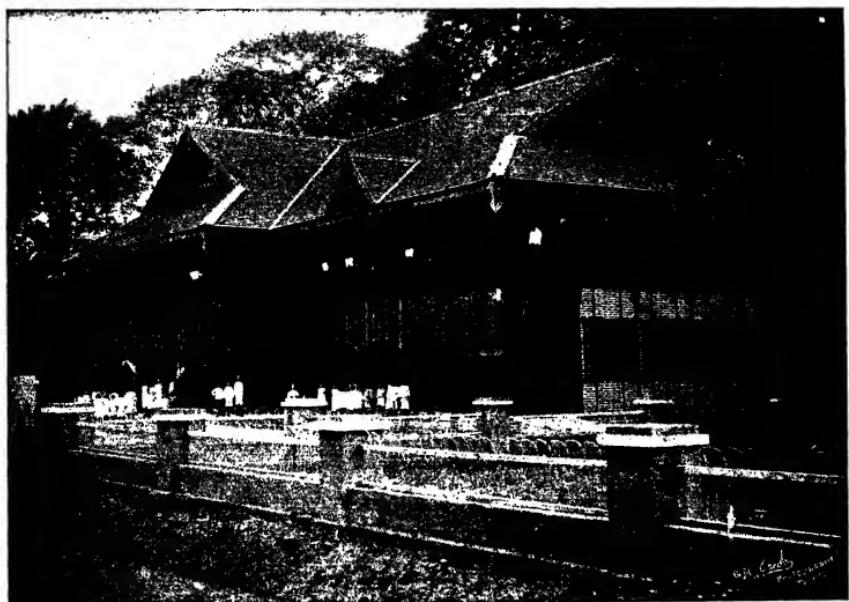


Photo-Mech. Dept., Thomason College, Roorkee.

ST. JOHN'S CHURCH OF ENGLAND SCHOOL, TOUNGOO.

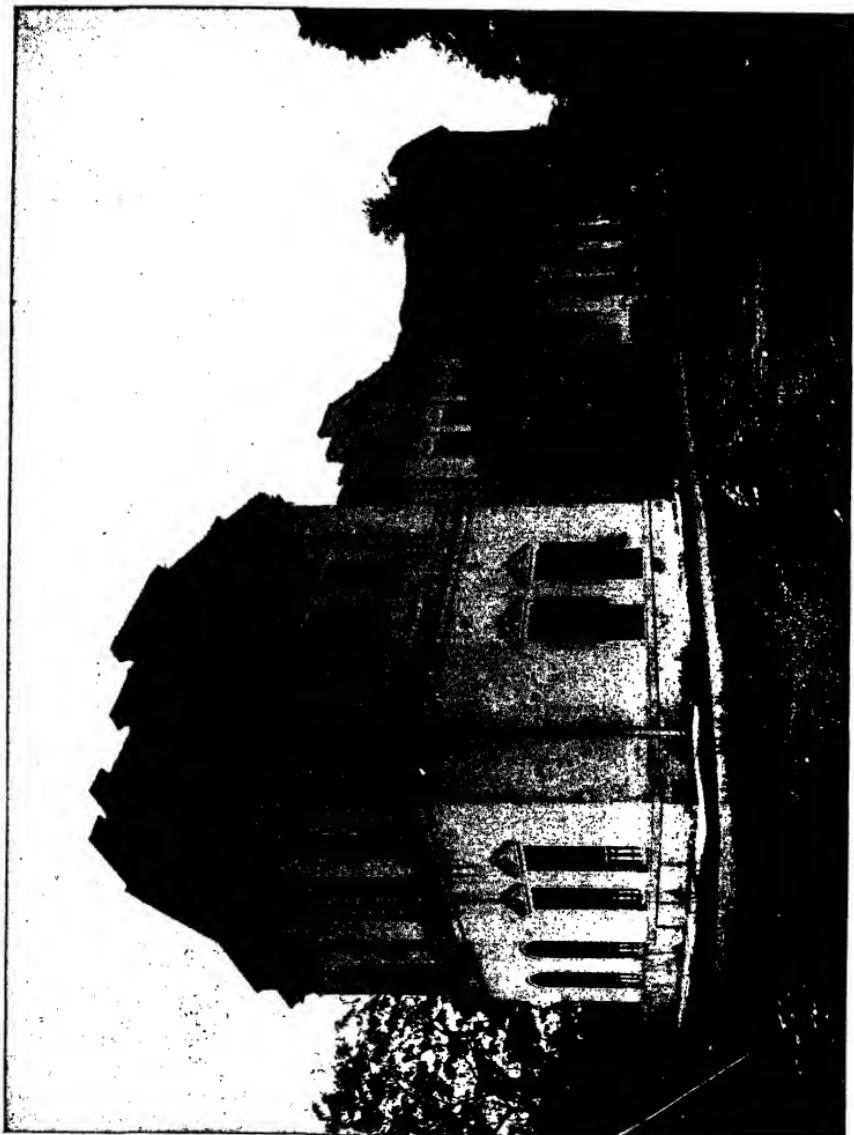


Photo-Mechi. Deptt., Thomasos College Roorkee.

ST. TERESA'S, KIDDERPORE.